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ABSTRACT

This program is designed to harness the resources of eight colleges and universities, 13 public school districts, 17 parochial and independent schools, three teacher and administrator organizations, and the Cleveland Commission on Higher Education and to direct them towards the improvement of preservice and in-service teacher education through the special facilities and programs of a network of 32 teacher education centers in Greater Cleveland. Four metropolitan-wide support systems were designed for a) training, b) information exchange and resource sharing, c) computer-based questionnaire feedback, and d) evaluation. These systems are operating in 1972-73 in direct support of school and college teams in each center. Included in this report as illustrations of the work of the project are program goals and, among the appendixes, illustrations of training material and activities, illustrative descriptions of one center in each of the five major types of centers, computer-based feedback questionnaires, and a system and membership roster. (Author/JA)

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THE GREATER CLEVELAND TEACHER EDUCATION CENTERS COOPERATIVE SUPPORT PROGRAM

SUMMARY

This program is designed to harness the resources of eight colleges and universities, 13 public school districts, 17 parochial and independent schools, 3 teacher and administrator organizations and the Cleveland Commission on Higher Education and to direct them toward the improvement of pre-service and in-service teacher education through the special facilities and programs of a network of 32 teacher education centers in Greater Cleveland.

Following eight years of collaborative study focused on student teaching, the centers began to emerge in 1970. Their structures and programs are each nearly unique, reflecting the characteristics and needs of the school and college partners. Some of the centers in Greater Cleveland involve several schools handling up to 30 student teachers at a time while others are limited to 4 or 5 students in a department of one school at a given time.

A Greater Cleveland Teacher Education Centers Coordinating Committee comprising representatives of each center designed four metropolitan-wide support systems for (1) training, (2) information exchange and resource sharing, (3) computer-based questionnaire feedback, and (4) evaluation. These systems are operating in 1972-73 in direct support of school and college teams in each center.

The centers provided field experiences for 400 student teachers in 1971-72 and approximately 900 student teachers are expected in 1972-73. A three-year foundation grant provides funding for TECCC staff and support systems design and initial operation. This program has resulted in the establishment of a collaborative rather than competitive posture among the many schools, universities, and colleges operating in Greater Cleveland.

THE GREATER CLEVELAND TEACHER EDUCATION CENTERS COOPERATIVE SUPPORT PROGRAM

A Case Study of A Program to Develop a Metropolitan Network of Teacher Education Centers in Greater Cleveland, Ohio

Introduction

John Carroll University has been designated as the submitting agent for this program even though it represents the combined efforts of the following institutions in Greater Cleveland: Baldwin-Wallace College, Case Western Reserve University, Cleveland State University, John Carroll University, Kent State University, Notre Dame College, Saint John College, and Ursuline College.

In addition, the Cuyahoga County School Superintendents' Association (representing Superintendents from 34 area public school systems), the Cleveland Teachers Union, the Northeast Ohio Teachers Association, the Catholic Schools of Greater Cleveland, and several independent schools have been active participants in various aspects of the program.

The case study is intended to reflect the sum total of the involvements of all these institutions and agencies rather than to describe their individual involvements. Thus, the case study describes a collaborative teacher education effort on the part of many institutions, agencies, and schools in this metropolitan setting.

SP 006 398

Origins of School-College Cooperation

In 1964, the Cleveland Commission on Higher Education (representing all of the colleges and universities in Cuyahoga County, Ohio, with teacher education programs) conducted a study entitled, "Toward Improved Teacher Education in Greater Cleveland." Among its recommendations, the study-team suggested a number of ways to improve student teaching experiences. To precipitate action on these recommendations the Commission organized a consortium of local schools and

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colleges to examine and suggest ways to strengthen student teaching programs. These initial activities, known as the Student Teaching Improvement Project, were supported by a research grant from the United States Office of Education. Through this funding, a three-year program of research, innovation and evaluation in improving teacher education was initiated. This effort created a firm base for cooperation among area colleges of education, school systems and communities in improving student teaching in particular and teacher education in general.

Teacher Education Centers Conceptualized

Toward the end of the Student Teaching Improvement Project, those involved realized that the establishment of teacher education centers offered one of the most direct positive means for improving the educational experiences of student teachers as well as in-service programs for school faculties through the bridging of resources of the colleges and school systems in cooperative ventures. Furthermore, these planners determined that the teacher education centers in Greater Cleveland would develop most satisfactorily through a metropolitan-wide cooperative relationship among schools and colleges. This perspective came at a time when the teacher education center concept was being recognized on the national level by the Association of Teacher Educators, The American Association of Colleges For Teacher Education and the United States Office of Education. In 1970, Dr. Raymond A. LeGrand (of John Carroll University) produced an initial working-paper, "A Conceptual Model for Teacher Education Centers in Cleveland." LeGrand and his colleagues from other area colleges and school systems listed several objectives which served as starting points for local schools and colleges to begin to transform their conventional student teaching activities by incorporating some of the characteristics of centers.

A Variety of Centers Emerge

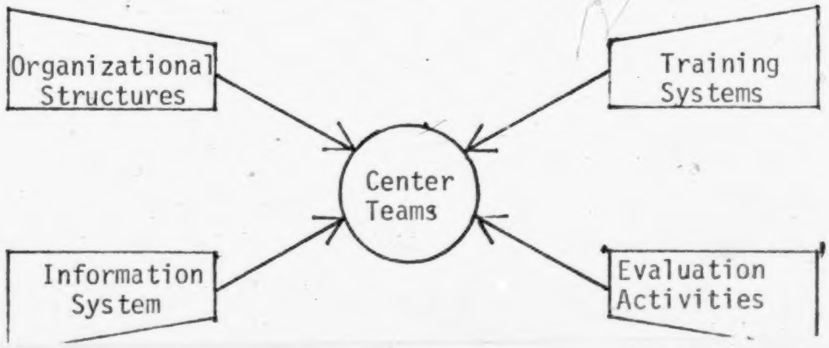
In 1970 and 1971, five modest planning grants were made to various pairings of schools and colleges who pledged to enter into serious partnership negotiations. Simultaneously, a number of unfunded pairings also developed. Over 32 centers are now developing in the Greater Cleveland area. These centers are characterized by a variety and a diversity in their organization and operation, including the basic decision-making process, the educational experiences offered the student teachers, and the specific use of all center personnel. Five general types of centers have emerged so far: (1) Multi-institutional/Multi-School, (2) Multi-institutional/Single School, (3) Single Institution/Multi-School, (4) Single Institution/Single School, and (5) Single Institution/Single Department (within a school). (Brief descriptions of examples of each of these types of centers are included in the Appendix A). This diversity of type, structure, processes and programs is a major strength of the centers in Cleveland. Indeed, during the early development of the centers, each assumed different configurations to better serve the needs of the cooperating schools and colleges.

Establishment of TECCC

The original conceptual model for this network of teacher education centers proposed the establishment of a Greater Cleveland Teacher Education Centers Coordinating Committee (TECCC). TECCC was established in May 1970 with one representative and an alternate from each cooperating center to exchange information and share experiences among the various centers. (See Appendix B for Operating Guidelines). Through this exchange of information and resources, several center commonalities began to emerge from the seemingly diverse centers: (1) A deliberate reordering of the resources of the colleges and schools to provide the best educational experiences and expertise to students, (2) an internal decision-making process which permits the participation of all center personnel (school and college), (3) a team concept in which the student teachers can learn from, and share experiences with, each other and with more than one school person, (4) an emphasis on providing innovative experiences for the student teacher and other students in clinical field experiences, (5) a physical location--in many cases an entire school or several schools--serving as a nucleus and conceptual focal point for the center activities, and (6) the designation of a center coordinator who assumes a crucial role in the center by maintaining the validity of the student teacher experience while also determining and seeking to fulfill the educational in-service needs of the center staff.

Metropolitan-wide Support Systems

The Greater Cleveland Teacher Education Centers Coordinating Committee has further identified common needs in the areas of training, information and resource sharing, and feedback and evaluation. To accommodate these needs, TECCC established Task Forces in 1971-72 and in 1972-73 to design and implement the following metropolitan-wide support systems for the centers: (1) a training support system which focuses on pre-service and in-service training (including the orientation of school administrators and college faculties, (see Appendix C for examples of training activities), (2) an information and resource sharing system to permit the maximum utilization of human and other resources (see Appendix D for examples), (3) a computer-processed questionnaire feedback system to permit the monitoring of student teacher and cooperating personnel attitudes, expectations, and experiences in the centers (see Appendix E), and (4) an evaluation study to determine the degree to which student teachers achieve their expectations for training more fully in the center experience than in traditional settings (see Evaluation below). The focus of all support efforts is the strengthening of the Center Team which is the embodiment of school-college partnership.



Program Goals and Action Steps for 1972-73

The major thrust for 1972-73 concentrates on the teacher education centers movement as the most significant breakthrough promising to bridge the efforts of colleges and schools in improving the quality of education in the classrooms in Greater Cleveland. The most significant element in the center concept is the school-college partnership which underlies its unique nature.

This school-college partnership manifests itself in what might be called a "center Team". The "Center Team" is defined as all those persons--school personnel, and students--who are operationally part of teacher education center activities including planning, implementing and/or evaluating. The program goals of the TECCC for 1972-73 concentrate on the further development of the existing 32 center teams as well as new center teams which might be created.

The Table below outlines the specific objectives and strategies to implement these goals as well as the evidence which would be accepted as proof of accomplishment.

Program Goal #1: To establish specific organizational mechanisms to ensure that the development of teacher education centers continues as a viable movement after June 1973.

Action Steps	Deadline Date	Evidence of Accomplishment	Who is Responsible
1. TECCC meeting to review and adopt goals and specific action steps for 1972-73.	Sept. 30	Approved statement of Program Goals and Action Steps for 1972-73	TECEC and whole TECCC
2. Update TECCC membership list	Oct. 15	Membership Roster	Ed Fox/CCOHE
3. Confirmation of TECEC membership and officers.	Sept. 30	Affirmative action	TECCC
4. Develop initial long-range TECCC organizational proposal.	Nov. 1	Proposal document	TECEC
5. Review of TECCC organizational proposal by collaborating groups: TECCC, ED. COM., CCSSA, CCOHE, with responses and recommendations.	Dec. 15	Receipt of responses from all groups	TECCC, ED. COMM., CCSSA, CCOHE
6. Set up new TECCC structure.	May 1, 1973	Adoption by collaborating parties of revised proposal.	TECCC, ED. COMM., CCSSA, CCOHE

Program G[illegible] #2: To establish a Training System to meet Tea[illegible]er Education Center Teams' needs and meet specific center personnel needs.

Action Steps	Deadline Date	Evidence of Accomplishment	Who is Responsible
A. To establish a core of trained resident trainers in Greater Cleveland:			
1. Review and adopt training proposal to train resident trainers for TEC movement.	Sept. 21	Action to approve proposal	TECEC
2. Identify and secure commitments for training from potential trainers.	Oct. 31	Letters of commitment	CCOHE Staff
3. Conduct training program for trainers.	Jan 1, 1973	Training completed	Training consultants
4. Schedule Training Workshops in Centers for center team personnel.	Mar.1, 1973	Schedule and letters of commitment received	TECCC Task Force on Training
5. Implementation of Training Workshops.	April, 1973 on	Workshops Completed	Trainers and TECCC Training Task Force
B. To respond to immediate training needs of center personnel:			
1. Set up TECCC training task force	Sept. 30	Task Force Members committed	TECEC, Sally Wertheim and Jerry Graham
2. Identify priority training needs in centers requiring metropolitan-wide action.	Sept. 30	Task Force Report	TECCC Training task force
3. Set up interim strategies to deliver training resources, leadership, materials, etc.	Nov. 1	Roster of resource persons committed to provide training resources and schedule of activities in centers	TECCC Training task force
4. Implementaion of special training activities.	Nov.-June	Completed training activities	TECCC training task force and resource persons

Program G #3: To implement an Information System to sup 't teacher education center teams.

Action Steps	Deadline Date	Evidence of Accomplishment	Who is Responsible
A. To implement an information/directory system:			
1. To complete identification of most important information which center personnel and planners need.	Sept. 30	Outline of Report Forms	Ed Fox with TECCC Information System Task Force
2. To complete data collection instruments.	Oct. 15	Completed instruments	Ed Fox with consultant
3. Gathering of data.	Nov. 1	Returned data forms	Ed Fox with TECCC task force
4. Process, publish data.	Dec. 1	Published directories and reports	CCOHE staff
B. To implement a data feedback system:			
1. Revision of feedback questionnaires to provide data to center teams regarding the effectiveness of their experiences.	Oct. 15	Revised questionnaire forms	Dave McCrory and TECCC Feedback System Task Force
2. Implementation of Feedback System (questionnaires to student teachers, cooperating teachers, and center coordinators).	Dec. 1 and May 1	Reports sent to each center	TECCC Task Force on Feedback System (Dave McCrory)

Program Gc #4: To conduct evaluation activities which wi assist the TECCC and Teacher Education Center Teams improve the center programs.

Action Steps	Deadline Date	Evidence of Accomplishment	Who is Responsible
A. To provide center teams and others with analysis of the effectiveness of center programs compared to traditional student teaching programs.			
1. Select Researchers.	Oct. 15	Contract	CCOHE Staff
2. Preliminary design drawn up.	Nov. 15	Design statement	Researchers
3. Approval of design and instruments.	Dec. 1	Accepted Design	CCOHE Staff, Pat Cosiano, TECEC
4. Gathering Data.	Dec./Jan.	Completed and returned data gathering instruments	Researcher and Respondents
5. Publish preliminary report.	Feb. 1	Report document	Researcher
6. Review design and data gathering.	Mar. 1	Accepted Design modifications/additions	CCOHE Staff, Pat Cosiano, TECEC
7. Gather Data.	April/May	Completed instruments	Researcher and Respondents
8. Publish Final Report.	July 1	Final Report Document	Researcher and CCOHE staff
B. To provide center teams and others with information which would facilitate their comparing their own center activities with other alternatives:*			
1. Catalog aspects and elements in the centers structure and activities which center personnel identify as most in need of testing or evaluating.	Oct. 15	List of concerns	Pat Cosiano and TECCC task force on Evaluation

Program Goal #4: To conduct evaluation activities which will assist the TECCC and Teacher Education Center Teams improve the center programs. (continued)

Action Steps	Deadline Date	Evidence of Accomplishment	Who is Responsible
2. (TECCC Task Force to complete list of Action Steps on Sept. 30).	Sept. 30	Completed list	Pat Cosiano and TECCC Task Force on Evaluation
*In addition to feedback system information discussed under program Goal #3, Item 3 and 4.			

Program Goal 5: To stimulate new school-college partnership through the establishment of additional Teacher Education Centers in Greater Cleveland.

Action Steps	Deadline Date	Evidence of Accomplishment	Who is Responsible
1. Introduction of TEC Workshop Kit for the development of new centers.	Sept. 30	Brochure distributed	Creative Learning Systems and CCOHE
2. Conduct workshops with new faculties and potential center team personnel.	Oct. 1.- May 1	Workshops completed	College personnel, Ed Fox, C.L.S. personnel as requested
3. Provide consulting specialists who can respond to requests from school or college personnel for help in interpreting the center ideal, develop plans for new centers, etc.	Dec. 1	Personnel Information Directions published (requests processed)	CCOHE office and TECEC
4. To gain a commitment from several colleges and universities to the idea of a multi-institutional TEC in the inner-city.	March, 1973	The establishment of a T.E. Center Team to draw up explicit center plans	Edna Stinson, Task Force of TECCC and representatives of the Cleveland Public Schools.

Personnel and Statistics

The Greater Cleveland Teacher Education Centers Coordinating Committee is comprised of 64 voting members (including alternates) and 56 associate members (see 1972-73 Roster in Appendix F). An Executive Committee of five members and a full-time Executive Secretary provide the administrative structure. Personnel who comprise center teams in cooperating centers approximate 325 school staff and approximately 50 college staff. Some 400 student teachers completed their field experiences in centers in Cuyahoga County in 1971-72. Approximately 900 student teachers are expected to complete their field experience in the 32 cooperating centers during 1972-73.

The 32 centers involve partnerships between 6 colleges and universities* working with 39 schools in 13 separate public school systems and 17 parochial and independent schools in Cuyahoga County. *(See Note page 16).

Budget

Staff support for the activities of TECCC is provided by a full-time professional housed in the Cleveland Commission on Higher Education who acts as Executive Secretary to the Committee. A $48,000 grant to the Commission from the Martha Holden Jennings Foundation of Cleveland provides the budget for TECCC activity. This grant covers the Executive Secretary, secretarial and office support, and funds to contract for the development and initial implementation of the training, evaluation, and information-sharing systems which were outlined above. Over the three-year period the foundation grants have totalled $112,600. While support from this source will end in June 1973, TECCC is investigating alternative forms of support including the resources available through the participating institutions and schools.

Evaluation Procedures

A continuing emphasis is placed on monitoring the attitudes, expectations and experiences of center personnel and student teachers. The computer-based questionnaire feedback system has been operationalized to provide reports to each center and to the cooperating teacher education institution at least twice each year. Each center receives a report summarizing its data plus a report giving total metropolitan data. (see 1971-72 samples and a Summary Commentary in Appendix E). Thus each center can compare its own participants' feedback with the perceptions of participants in all centers.

As a special effort the committee is sponsoring an independent testing of the following hypothesis in 1972-73:

> "Student teachers whose clinical training has taken place in teacher education centers in Greater Cleveland perceive themselves as reaching a higher level of accomplishment of their student teaching expectations than do their classmates whose clinical training has taken place in the more traditional mode."

Two samples of 100 student teachers each, one from centers, and one from non-center schools, will be asked to indicate their expectations for their student teaching experience during the first week of student teaching. In the last week they will be asked to rate their degree of accomplishment toward these goals. These data will be used to test the above hypothesis as well as to yield other comparative conclusions.

The instrumentation is being designed currently by an ad hoc committee working with the Executive Secretary. (Not available until approximately December 1, 1972). The sampling design, field testing and refinement of the instrument, administration, analysis and reporting of the data have been contracted to an independent research agency in Cleveland. A comprehensive report on the effectiveness of centers is planned for June 1973.

TECCC Support Program Contribution to Teacher Education

The Cooperative Support Program of TECCC has contributed to the development and support of the teacher education center movement in the Greater

Cleveland area in a number of ways. Most importantly its goal is to establish a collaborative, rather than a competitive posture among schools, universities and colleges. As detailed above and in the Appendix material its contributions have included or will include in the near future:

1. Developing materials, both descriptive and supportive to help new centers get under way; (e.g., an introductory workshop kit was produced to promote in-depth school-college center planning).

2. Providing human resources, both project staff and teacher education center staff, to help new centers and to help developing centers bridge difficult growth periods on their way to mature programs.

3. Evaluating existing teacher education center programs in order to test the efficacy of the teacher education center movement.

4. Providing training to teacher education center personnel at all levels (college, public school teachers and administrators) in skill areas that center personnel have requested;(e.g., instructional techniques, human relations, conferencing, and motivational and planning techniques).

5. Providing advice and support to institutions desiring to form new center relationships.

6. Initiating and operating an information and resource sharing system to promote effective utilization of scarce talent and other resources on a metropolitan-wide basis.

7. Arranging and coordinating meetings, conferences, and workshops where information is dispersed, authorities are made available and dialogue among the diverse groups occurs.

8. Providing opportunities for representatives of different groups to work together toward the solution of common problems through task forces made up of many different types of people from the various institutions, schools and agencies.

9. Providing for dissemination of ideas to other groups working to establish teacher education centers in other areas than Cleveland. For example, demonstrations of materials and information were given at the ATE Teacher Education Center Clinics in Atlanta and Charleston in 1972. Members of the Teacher Education Center Coordinating Committee were available to discuss the Cleveland program.

10. Furnishing materials at the request of individuals in schools and colleges outside of Cleveland. Several staff reports have been submitted to the ERIC Information System (see supplementary material).

11. Promoting a partnership concept in which school personnel have contributed directly to the redesign of elements of the teacher education program in several of the cooperating colleges and universities.

In addition to the forementioned very tangible contributions, the TECCC program has made equally important intangible contributions to teacher education in Greater Cleveland. It is presently the only metropolitan-wide program involving school and college, public and private, professionals working in an equity partnership. This dialogue among college-based teacher educators and school-based teacher educators is possible because of the open representation on the TECCC. (Appendix B). It used to be that when one met with colleagues on rare occasions at professional meetings in distant cities, empty suggestions would be made about the need to dialogue on a regular basis in Cleveland. The TECCC program has caused this to happen on neutral ground around common interests. It has provided a program of activities through which unique and often diverse sets of partners can be supported, enhanced and allowed to cooperate toward common goals.

To achieve the level of trust necessary for effective cooperative efforts among so many diverse independent institutions and school agencies is indeed difficult. The TECCC program is in the process of doing this. To say the program has been completely successful would be an exaggeration. To say it has taken important steps toward improving teacher education through a joint effort involving over thirty-five independent institutions and systems would be an honest assessment. Viable and exciting school/college partnerships have happened in Greater Cleveland. The TECCC program supports these and demonstrates a model that other communities might be able to adopt to achieve these goals in similar ways. It is expected that more teacher education centers will be added to this Greater Cleveland network. Each will represent a genuine partnership between schools and colleges for ongoing professional education personnel development. Through all of the apparent diversity of the various teacher education centers, there is a basic unifying goal... the willingness to cooperate and use innovative approaches to improve the quality of teacher education.

Note: Notre Dame College and Ursuline College do not operate centers at this time. They have, however, placed students in centers operated by other partners and have been fully involved in the TECCC and its developing support programs since its inception.

THE GREATER CLEVELAND TEACHER EDUCATION CENTERS
COOPERATIVE SUPPORT PROGRAM

APPENDICES

A. Five types of Greater Cleveland Teacher Education Centers (Illustrative Descriptions)

B. Operating Guidelines of the Greater Cleveland Teacher Education Centers Coordinating Committee

C. Illustrations of Training Materials and Activities

D. Illustrations of Information and Resource Sharing Devices

E. Computer-Based Feedback Questionnaire System

F. Roster of Members of the Greater Cleveland Teacher Education Centers Coordinating Committee

Appendix A

On the following pages are illustrative descriptions of one center in each of the five major types of centers.

I. Multi-Institutional/Multi-School

Beachwood Elementary Center
(John Carroll University-Kent State University)

Three elementary schools in Beachwood comprise the center. One of the principals is the coordinator for the program. University supervisors from Kent State and John Carroll Universities are developing broad relationships with the faculties of the three schools, all of whom are considered staff for the center.

Field work students and student teachers (called associate teachers) are considered integral members of the teaching faculty and are expected to provide specific instructional capabilities.

Both team-teaching (in an open concept setting) and self-contained classroom instructional settings are provided. Student teachers indicate in writing their expectations for their experiences and their placements are arranged accordingly. Student teachers are encouraged to experience both lower and upper elementary instruction. Each student teacher also works with the special area teachers (Physical Education, Reading, etc.).

Student teaching-related seminars are conducted by both university and school system personnel at the center.

The center is only in its first year of operation. The policy and program-determining structure to embrace the school personnel and both universities is in the formation stage. Both universities have indicated their desire to move forward cooperatively in the venture. Over 60 field experience students and student teachers will utilize the center in 1972-73.

Appendix A-2

II. Multi-Institutional/Single School:

THE **teacher education center**
AT
BEACHWOOD MIDDLE SCHOOL
beachwood, ohio

BEACHWOOD MIDDLE SCHOOL
2860 Richmond Road
Beachwood, Ohio 44122
464-2600

Hello:

In recent months, many educators concerned with teacher education have expressed interest in the Teacher Education Center at Beachwood Middle School. Many questions have arisen from our discussions, and we offer them here, along with our answers.

We hope that you will recognize that our Center is not intended to be a model. This booklet may, however, help illustrate the attempt of one school/university consortium developed to significantly improve the professional growth of teachers.

Sincerely,

David L. McCrory

David L. McCrory
Coordinator Teacher Education

WHAT IS A TEACHER EDUCATION CENTER?

Physically, it is a field site for professional education for both preservice and inservice teachers. Conceptually, a Center is a cooperative arrangement between a school and one or more universities. The overriding purpose of a Center is for the institutions to share human and material resources to improve teaching.

HOW WOULD YOU DESCRIBE THE BEACHWOOD MIDDLE SCHOOL TEACHER EDUCATION CENTER?

The Beachwood Middle School Teacher Education Center is a multi-university consortium for teacher training. The field site is an open-space, team-teaching school for grades 6-8. Teacher education students from the cooperating universities participate in the school in a variety of roles. Teachers from the school use the resources available at the universities.

WHAT INSTITUTIONS ARE INVOLVED IN YOUR CENTER?

John Carroll University; The Cleveland State University; and, Kent State University are partners in our Center.

IS THE TEACHER EDUCATION CENTER A NEW CONCEPT?

Schools and universities around the country have for some time had working relationships for student teaching. There is, however, an increased interest now in expanding such cooperative ventures to include all types of preservice and inservice work.

IS YOUR FIELD SITE AN EXPERIMENTAL SCHOOL?

Beachwood Middle School is not experimental. It is different from conventional programs in conventional buildings. We attempt to use innovative staffing patterns and a wide variety of resources, but these are hardly experimental.

ARE OTHER SCHOOLS IN THE BEACHWOOD DISTRICT INVOLVED AS TEACHER EDUCATION CENTERS?

Yes, the three elementary schools and the high school are also serving as Centers.

WHAT ARE SOME OF THE ADVANTAGES TO SCHOOLS THAT YOUR TEACHER EDUCATION CENTER PROVIDES?

The most obvious advantage to schools is an improved adult-to-child ratio. But there are other benefits such as access to services of the universities. Teachers also gain a better sense of partnership with teacher training personnel in the universities.

WHAT ARE THE ADVANTAGES TO SCHOOL CHILDREN?

By bringing the interests of universities into the schools, children benefit from the increased talents and resources they provide for teachers.

DOES EACH TEACHER EDUCATION STUDENT WORK WITH A TEACHER WHO HAS THE SAME SUBJECT MATTER SPECIALTY?

The option to spend most of one's time with a single team member exists. We find, however, that field students often choose to work with several specialists, particularly in related areas such as math and science.

HOW ARE FIELD-WORK STUDENTS EVALUATED?

Self-evaluation by the field student is encouraged, plus input from each staff member who works with the student. Summative evaluation at the end of a college term is done by consensus, with the Coordinator resolving any conflicting judgments.

WHAT RIGHTS DO STUDENT TEACHERS HAVE IN YOUR CENTER?

The question of "student rights" is coming under scrutiny on all levels. Associate Teachers are afforded the same responsibilities and privileges of certified teachers except those of a contractual nature.

WHAT ARE THE MIDDLE SCHOOL STUDENTS' ATTITUDES TOWARD STUDENT TEACHERS IN YOUR CENTER?

In most cases, children see field work students as adults who are members of a teaching team. Differences in experience and interests are sometimes obvious, as they are with certified teachers.

IS THE ROLE OF THE UNIVERSITY SIGNIFICANTLY CHANGED IN YOUR CENTER?

Yes. The university's responsibility for teacher education is shifted from a focus on preservice to a focus on inservice training. This has meant that each university must relinquish some of the control it has traditionally had over teaching apprenticeships.

WHO SETS THE POLICIES FOR THE OPERATIONS OF THE CENTER?

Representatives from each of the universities meet regularly with school representatives to establish policies for the TEC. University students and school teachers are included as members of that representative body, called the Task Force for Teacher Education.

HOW DO YOU IDENTIFY WHERE THE JURISDICTION OF THE SCHOOL BEGINS AND THAT OF THE UNIVERSITY STOPS?

That is the focus of continuous exploration. At present, decisions directly affecting the universities are made through the Task Force for Teacher Education. University representatives are members of that group. Decisions concerning field work students, but not directly effecting the university programs, are made through normal school decision-making procedures.

HOW DID YOU GET YOUR CENTER STARTED?

John Carroll University and the Beachwood City Schools initially proposed that the two institutions combine resources for education of teachers. Kent State University and The Cleveland State University also showed interest. The Cleveland Commission on Higher Education then provided funds for the development of the idea, and the Center was born.

IS THE CENTER NOW SUPPORTED BY SPECIAL FUNDING?

No. The Center is financed out of normal operating costs.

HOW MANY FIELD WORK STUDENTS DO YOU HAVE IN YOUR CENTER?

The number varies from term to term, but on the average we have about 20 Associate Teachers and approximately 10 pre-student teaching persons.

ARE STUDENT TEACHERS WHO WORK IN THE BEACHWOOD MIDDLE SCHOOL PREPARED FOR TEACHING POSITIONS IN CONTEMPORARY SCHOOLS?

Our field work students have many of the same experiences that trainees in other schools have. For example, they plan instructional units and activities, keep records of pupil progress, and maintain order.

There are many additional experiences, however, such as team decision-making, individual counseling, and large group (100) instruction. It is the additional experiences which we believe help prepare teachers for a variety of educational settings, including contemporary schools.

IS THE RESPONSIBILITY FOR PROVIDING INSERVICE EDUCATION FOR TEACHERS DIFFERENT IN A TEACHER EDUCATION CENTER?

Inservice education is no longer seen as the sole responsibility of the school. Rather it is shared with the universities, just as responsibility for preservice education is shared.

WHAT KIND OF INSERVICE EDUCATION DO YOU PROVIDE FOR TEACHERS?

With the cooperation of member universities, teachers may participate in a variety of workshops, seminars, conferences, and courses designed to improve their professional competence. Opportunities are provided both in school and on campus on an individual basis and for teams of teachers.

WHAT DOES THE STUDENT OF TEACHER EDUCATION GAIN FROM WORKING IN YOUR CENTER?

There are two major advantages. First, working and studying in the same school with peers results in a sharing and clarifying of experiences. Second, field work students come into contact with many teachers who provide alternative models of teaching behavior.

DO STUDENT TEACHERS ATTEND SEMINARS ON CAMPUS OR AT THE CENTER?

We provide a variety of educational opportunities for student teachers, seminars being one type. Other professional growth experiences include such options as attending teacher workshops, using self-instructional materials, and observation/interviews with school personnel.

WHAT ARE THE ADVANTAGES TO UNIVERSITIES INVOLVED IN YOUR CENTER?

University resources, both human and material, are better utilized. For those purposes that are best accomplished in a field setting, the Center is easily accessible. A single Coordinator, for example, can provide more direct guidance for more field students in a Center.

HOW ARE FIELD WORK STUDENTS ASSIGNED TO YOUR CENTER?

The Center Coordinator assigns field work students to teaching teams in accordance with the needs and wants of the school and the students. Many subtleties are also considered, such as personality, special skills, and the prior experience of persons involved.

WHO MAKES DECISIONS ABOUT WHAT FIELD WORK STUDENTS WILL DO IN YOUR CENTER?

The Coordinator assigns field work students, supervises field experiences and develops inservice education activities for teachers. He serves as a liason between the school and the universities.

IS YOUR CENTER COORDINATOR BASED IN THE SCHOOL OR UNIVERSITY?

In the school. Immediate help for field students is available for resolution of instructional or human relations difficulties.

WHAT ARE SOME OF THE FUNCTIONS THAT TEACHER EDUCATION STUDENTS SERVE IN YOUR CENTER?

Depending upon their goals and their readiness, college students observe, teach, type, test, counsel, plan and perform a variety of schooling functions.

IS IT POSSIBLE THAT SOME FIELD WORK STUDENTS IN YOUR CENTER MIGHT HAVE QUITE DIFFERENT EXPERIENCES FROM OTHERS?

Yes, we often plan it that way. We have found no one set of experiences that is appropriate for every teacher-in-training.

HOW ARE "COOPERATING TEACHERS" SELECTED?

In our Center, every adult in the school is a potential Cooperating Teacher. By virtue of being assigned to a teaching team in an open school, field students work with many individuals. Such a variety of talent, skills, and experience provides for modeling of the best in each person.

WHAT DO YOU DO IN THE EVENT OF A PERSONALITY CONFLICT BETWEEN A TEACHER AND A FIELD WORK STUDENT?

With field work students assigned to a team rather than an individual, we do not often have this problem. When it does occur at a critical level, we simply change the field student's assignment to another team of teachers.

IS THE BEACHWOOD MIDDLE SCHOOL TEACHER EDUCATION CENTER INTENDED TO BE A MODEL CENTER?

It is intended to be an alternative to conventional field experience arrangements in teacher education.

WHERE CAN I GET MORE INFORMATION ABOUT THE BEACHWOOD MIDDLE SCHOOL TEACHER EDUCATION CENTER?

Contact: Coordinator of Teacher Education
The Middle School
2860 Richmond Road
Beachwood, Ohio 44122

The Middle School
Beachwood, Ohio

STAFF ORGANIZATION
SEPTEMBER 1972

TEAM 6-A
- William Flaherty
- Barbara Kish
- Margaret Lubin

TEAM 6-B
- Patricia Sneed
- James Rice
- William Brys
- Roni Phipps

GUIDANCE
- Alan Schneiberg
- Donna Levine
- Sharon Maahs

TEAM 7-C
- Margaret Oravec
- Diane Gutoskey
- Dennis Clancy
- Lawrence Morgan

TEAM 7-D
- Thomas Hill
- Gerald Mager
- Mary Ann Cultrona

TEAM 8-E
- Lita Weiss
- Robert Vesely
- Donald Workman
- Lois Baker

TEAM 8-F
- May Melick
- Michael Imperi
- Ronald Wolfe
- Kent Norman

INSTRUCTIONAL MEDIA CENTER
- James Durkin
- Cyrila Jusarek
- Betty Beswick

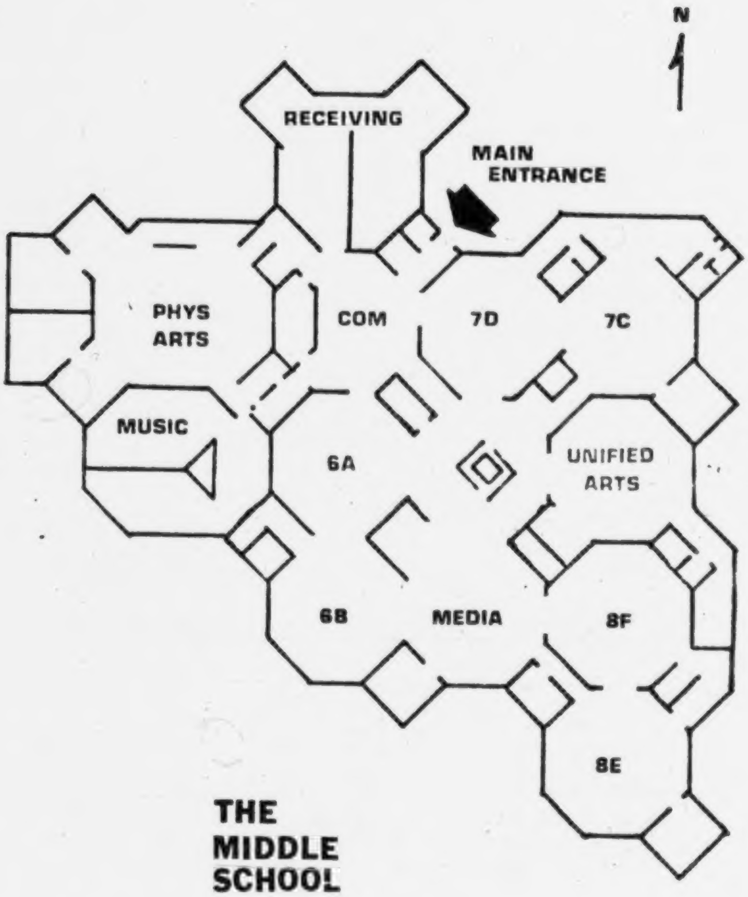
TEACHER EDUCATION
- David McCrory

READING CONSULTANT
- Jeanette Broad

CULTURAL AND PRACTICAL ARTS
- James Bird, Physical Education
- David Epifano, Music
- Suzanne Greene, Unified Arts
- Olga Hockman, Unified Arts
- William Mertel, Unified Arts
- Vickie Poe, Physical Education
- Donald Prusha, Unified Arts
- Carol Rivchun, Music
- Janis Russell, Foreign Language
- Maria Wasko, Foreign Language
- Joanne Montani, Typing

CUSTODIAL STAFF
- Robert Corbin
- William Zellner
- Marie Wilkes
- Brenda Ward
- Margreite Scott

PRINCIPAL - Constance Whitaker
ASSISTANT PRINCIPAL - Richard McNally
Secretary - Patricia Salkeld
Secretary - Virginia Paterson



THE MIDDLE SCHOOL

Beachwood
Ohio

1972 - 73

Appendix A-3

III. Single Institution/Multi-School

NOTE: The enclosed description date 1971-72 includes two centers operated by Bowling Green State University which are no longer operational. The two Kent State University Centers have merged into one center with four schools for 1972-73. The basic rationale for the program remains substantially as stated herein.

THE NORTH OLMSTED

TEACHER EDUCATION CENTERS

Appendix A-4

The North Olmsted Centers - A Rationale and Description

Educators across the country from pre-school through graduate school are concerned with the inequities and failures of traditional education at all levels of instruction. New organizational patterns, better staff utilization, new curriculum structures, new understandings of today's children and how they learn, as well as an appreciation of the changing role of the teacher are being proposed as means of improving education. The momentum for such change is underway; however, this momentum will have little impact until teacher education is changed.

University and public school cooperation toward improved teacher education is imperative in redefining the role and concept of the teacher. One of the more recent and most promising developments in the effort to improve both pre-service and in-service education is the creation of Teacher Education Centers. The center concept offers a unified approach to the study of teaching with a multitude of options which can be built into the program. Planned jointly by the university and public schools, the center can be designed to serve the needs and interests of the experienced professional as well as those of the pre-service or student teacher. An individualized approach in teacher education would make it possible for every teacher to learn in accordance with his own particular stage of professional development.

Appendix A-5

Organizationally, a Teacher Education Center is a grouping of two or three elementary schools, or one or two junior high schools and a senior high school within a school district, working in cooperation with a university. North Olmsted will have four centers underway in September, 1971. They include:

Kent State University
in cooperation with
Chestnut Elementary and Spruce Elementary

Bowling Green State University
in cooperation with
North Olmsted Junior High and North Olmsted Senior High

Kent State University
in cooperation with
Butternut Elementary and Coe Elementary

Bowling Green State University
in cooperation with
Birch Elementary and Pine Elementary

College Supervisors
Kent - Joan Kise
Robert McMurray
Bowling Green - Robert Hohman

All of the centers are in their early developmental stages. Each has a college supervisor whose basic responsibility is the pre-service education of the students assigned to him. Working closely with the university supervisors are the building principals, supervising teachers, and curriculum coordinators.

Although still in its infancy, the Teacher Education Center is proving to have many benefits. Evaluation by schools and universities which have participated in Teacher Education Centers for the past two to three years validates the merits of the center approach as it has begun in North Olmsted. In some cases control groups have been set up in an effort to measure the differences between center and non-center student teachers. The results of these studies indicate a significant difference in the attitudes and teaching performance of the two groups. The center students participated more widely in the total school program, used a greater variety of instructional approaches, had better attitudes toward change and innovation and elicited and accepted more pupil responses than did the non-center group.[1]

Some specific advantages of the North Olmsted program are reflected in the following statements:

1. North Olmsted offers new organizational patterns, different staff utilization plans, new and traditional facilities, and a variety of other experiences directed toward improved education.
2. By providing the student teacher the opportunity to work cooperatively with many faculty members, he is exposed to a variety of models as opposed to a single style of teaching.
3. Working as a part of a team offers an environment for creativity and innovation.
4. Different types of experiences are offered with each center giving each student a chance for intensive work and extensive observation in each setting.
5. Student teaching can be individualized when the school and the university work in close association for the benefit of the pre-service teacher.
6. Student teaching can be more enjoyable and productive when more people are involved.
7. Seminars can be run within the center rather than returning to the university.
8. Students can be given the opportunity to experience the ingredients of a (nongraded) continuous progress school.

---

[1] "The Teacher Education Center: A Unifying Approach to Teacher Education," a report from the Office of Laboratory Experiences, College of Education, University of Maryland, 1968. P. 5.

9. Students will gain confidence working at times independently and at other times in close association with other professional and student teachers.

10. Center students can participate more widely in the total school program through a diversity of experiences.

The Greater Cleveland Student Teaching Improvement Project lists some major benefits to the university. They include the following points:[2]

1. The quality of pre-service education will be improved.

2. The university will be assured of an on-going corps of cooperating teachers who continually grow more proficient as teachers and teacher trainers.

3. The role of the college supervisor becomes much more meaningful and worthwhile.

4. Cooperation among universities, colleges and schools will be strengthened.

5. The planning and assigning of field experiences and student teaching experiences can be regularized and simplified.

6. The gap between theory and practice will be decreased.

The advantages of the center approach to public schools are also reflected in the Greater Cleveland Student Teaching Improvement Project. They are:

1. Schools will be assured of a constant supply of student teachers to aid in the process of individualizing instruction.

2. Better new and experienced teachers should result from this affiliation.

3. Public school personnel will be given a role in the pre-service decision making process.

4. The infusion of new ideas from colleges, cooperating centers and consultants will be of benefit to all concerned.

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[2] LeGrand, Dr. Raymond A. "A Conceptual Model: The Satellite Teacher Education Center," The Greater Cleveland Student Teaching Improvement Project, Issue #8, June, 1970.

5. Help in recruiting new professional faculty will be available.

Immediate Needs of the North Olmsted Centers

The greater part of the 1971-72 school year will probably represent a settling-in period of the pre-service phase of the Teacher Education Centers. Teachers who would like to participate in the program need to be identified and helped to establish their roles within the centers. College supervisors will be in the process of redefining their tasks. Basic operational procedures need to be established at each center. Hopefully additional centers will be added or present centers will be expanded to include all schools within the North Olmsted system.

Although each center will have its own unique qualities, there is much to be gained by working together. It is in this light that the following recommendations are made:

1. That the Superintendent of Schools, along with university representatives, appoint a committee responsible for the coordination and developmental leadership of the North Olmsted projects.
2. That this committee work in association with the Cleveland Commission on Higher Education and STIP (Student Teacher Improvement Project) in order to avoid duplication of effort as well as to strengthen the unified approach to teacher education.

Future Development of the Centers

Kent State University and the North Olmsted Schools have received a $1200 STIP grant to further the development of these centers. How this money will be spent and to what degree and purposes the centers develop remain to be seen.

Appendix A-9

Among the more significant questions to be discussed and answered in the area of pre-service education are:

1. To what degree will these centers work toward the restructuring of teacher education?
2. Can teacher education be individualized?
3. Will students be given more field experience before student teaching?
4. Can methods courses be taught in the schools in an expanded pre-service experience of perhaps a year or more?
5. Can on-campus and off-canpus teacher education be integrated to bring theory and practice closer together?
6. Should the distinction between liberal and professional education be erased by integrating content and methodology?[4]
7. Will there be exemplary models of teaching within the college and university experience, and particularly within the professional sequence to change the image and role of the teacher? That truism "Teachers tend to teach as they were taught," comes into play in a most penetrating manner.[5]

In addition to these questions and many others concerning pre-service education, there is the matter of continued professional education. Will the North Olmsted Centers become involved in in-service education? If they do --

1. Will the universities be given a responsibility for on-site in-service training?
2. Can in-service programs be individualized?
3. Will these in-service programs be related solely to the development of corps of teacher supervisors for the pre-service program or will they relate to other areas of the schools programs as well?

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[4] Silberman, Charles E. Crisis in the Classroom, New York: Random House, 1970, p. 473.

[5] Ramsey, Curtis Paul. "Elementary Teacher Preparation - Interface With Media," Audiovisual Instruction, April, 1971, p. 6.

4. Can a free or reduced tuition arrangement be set up for university sponsored in-service programs?

These and other questions need to be considered by university and public school educators dedicated to the development of Teacher Education Centers. There are those who believe that the maximum potential of this concept could mean the complete restructuring of teacher education from early undergraduate work through in-service and graduate levels.

There is no doubt that teacher education needs to change. For this change to be more than a superficial reorganization of courses and credit blocks, there must be communication and cooperation between the public schools and the colleges and universities. Teacher education centers are providing meaningful and ongoing communication and cooperation. The impetus for change is underway.

/

Appendix A-11

IV. Single Institution/Single School:

JOHN CARROLL UNIVERSITY-TAYLOR ROAD SCHOOL

TEACHER EDUCATION CENTER

The Taylor Center came into being at the request of the Director of Personnel of the Cleveland Heights-University Heights School system to the Department of Education at John Carroll University. As a result of this initial action, the chairman of the Department of Education began a series of planning meetings with the Assistant Principal at Taylor Road School to plan and implement the center. Materials provided by the Cleveland Commission on Higher Education Teacher Education Center Coordinating Committee such as The LeGrand paper[1] were used as resources. Field work students[2] were initially placed at Taylor Road School in the fall of 1971. In this way several constructs characteristic of teacher education centers could be tried out in a real setting. The next semester these field work students became the student teachers and new field work students were assigned. It was at this time that the staff of Taylor Road School began to express concerns and interest around meeting with the university staff to discuss these. As a result of expressed, realized needs, a committee of public school teachers, administrators and university staff was established which worked to set up objectives, structure and guidelines for the new center. It was their purpose to establish a school-college partnership which would focus on teacher preparation at the pre-service and in-service levels.

The committee initiated a series of activities in order to meet the goals. For example:

1. Seminars with university personnel, student teachers, teachers and field work students are held. These focus on mutual planning concerns and also upon skills which meet training needs.

2. Teachers are involved in instruction of field work students through methods demonstration lessons and participation in methods courses. These are held at the center.

3. Meetings with teachers are held to continue planning for the developing center.

4. Evaluation conferences are held involving all of the center partners. These focus on student evaluation, as well as center evaluation.

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[1] Raymond A. LeGrand, "The Satellite Teacher Education Center: A Conceptual Model," Cleveland: The Cleveland Commission on Higher Education, March, 1970.

[2] Field work refers to a pre-student teaching experience where students are assigned to a school one-half day per week for one semester prior to student teaching. They engage in a number of experiences applying theoretical ideas to the school setting.

5. Representation on the Greater Cleveland Teacher Education Centers Coordinating Committee helps the center to utilize the resources of this group.

6. Material to be used in the center is mutually developed and agreed upon by the center partners.

As a result of these experiences teachers and student teachers began to see that they played an equal and important decision-making role in the center operation. This was demonstrated very vividly when the John Carroll University Education Department decided to change their elementary education program. They initiated the professional semester as a result of suggestions made by the Taylor Road School Center Committee.

The John Carroll University-Taylor Road School Center continues to grow and expand its focus. It is fast becoming one of the many resources available in the greater Cleveland area through the Teacher Education Centers Coordinating Committee for it provides one model of effective school, university cooperation.

V. Single Institution/Single Department

Padua Franciscan High School English Center
(Cleveland State University)

English student teachers are clustered in the English Department of Padua Franciscan High School. The coordinator of the center is the Department Chairman who receives additional compensation for carrying responsibilities which include those previously assigned to a university supervisor. He places the student teachers and supervises them.

The Departmental program for students (and student teachers) is highly innovative. Traditional desks (both teachers' and students') have been replaced by a variety of less standardized furniture and equipment. The program of instruction includes core courses and performance electives with a wide range of individual choices possible. Both high school student assistants and (college) student teachers are integral members of the instructional staff. Student teachers receive a wide range of subject and instructional experiences.

Appendix B

GREATER CLEVELAND TEACHER EDUCATION CENTERS COORDINATING COMMITTEE (TECCC)

OPERATIONAL GUIDELINES
1972-73

DEFINITIONS:

A teacher education center is defined as a teacher training and professional development program operated under the shared auspices of one or more colleges/universities and one or more schools/school districts. Such a center may offer one or more levels of pre-service and in-service professional experiences.

A center team is defined as the set of persons--school personnel, college/university personnel and students--who are operationally involved in the activities of the center engaged in planning, implementint, and/or evaluating the center program of teacher training and professional development.

OVERALL OBJECTIVE: The Committee shall further the ends of improved pre-service and in-service teacher education in participating teacher education centers in Greater Cleveland through cooperation and sharing of resources.

MEMBERSHIP: The voting membership shall consist of one representative and an alternate from each cooperating teacher education center team. Ex-officio members shall include a representative from the Ohio State Department of Education, the Cuyahoga County Superintendents' Association, the Northeastern Ohio Teachers Association, the Cleveland Teachers Union and the Cleveland Commission on Higher Education. Associate (non-voting) members shall include such additional persons from area colleges, universities and school districts who wish to participate actively in fostering the objectives of the committee. (Full-or part-time center team coordinators usually--but not necessarily--serve as the team representatives to the TECCC. Alternates can be any person--school or college/university based--on the center team.)

PURPOSES: In matters affecting participating centers jointly the committee will be the policy council. Specifically, it will:

1. Recommend policy relating to the general cooperative activities in Greater Cleveland which support and extend the center concept.
2. Recommend procedures for resolving or avoiding conflicts in the assignment of student teachers to teacher education centers.
3. Identify problems and possible solutions regarding the preprofessional experiences of students from the cooperating institutions.
4. Serve as the coordinating body for the development and implementation of evaluation strategies to provide a feedback system among the groups and organizations involved for assessing progress and products within the centers.

5. Serve as a clearing house for research and experimentation as applied to the center concept.

6. Recommend guidelines for the seminar experiences available to the centers and set up procedures for the pooling of resources for special needs.

7. Recommend policy relating to the requirements needed in the student teacher experience.

8. Report annually to the cooperating institutions on programs, problems, promises, funding, etc.

9. Develop proposals for funding as needed.

10. Coordinate and facilitate public relations on the center concept.

11. Serve as a communication agency with outside groups.

ORGANIZATION: The members of the Teacher Education Centers Coordinating Committee shall annually elect a chairman, vice-chairman, and three members-at-large to form its executive committee. The Executive Secretary shall act as secretary to both the Teacher Education Centers Coordinating Committee and its executive committee.

EXECUTIVE SECRETARY: During the year (1972-73) the SITE Project Director of the Cleveland Commission on Higher Education will act as a part-time Executive Secretary and executive officer for the Committee.

Appendix B-3

GREATER CLEVELAND TEACHER EDUCATION CENTERS COORDINATING COMMITTEE

APPLICATION FOR VOTING MEMBERSHIP

1972-73

1. Name of Center: ____
   Address: ____
   ____
2. Name of Person who serves as Center Coordinator:
   ____
3. Name of Center Team Representative to TECCC: ________________
   Title: ____
   Address: ____
   Phone: ____
4. Name of Alternate Representative to TECCC: ________________
   Title: ____
   Address: ____
   Phone: ____
5. Schools and Colleges involved in the center team:
   ____
   ____
6. Composition of center team: Continue on back of page if necessary.

A. School Members

Name	Role	Title

B. College Members

Name	Role/Title	Institution

B. College Members (continued)

7. Brief Description of Center structure and program:

[PLEASE ATTACH A COPY OF ANY WRITTEN OR PRINTED MATERIAL RELATED TO YOUR CENTER: Descriptions, training materials, etc.]

8. Number of student teachers involved in 1971-72 (by semester/term): ____________

______________ 1972-73 (estimated): ____________

9. Signature of Applicant:

Title:

RETURN TO:

Edward J. Fox
SITE Project Director
Cleveland Commission on Higher Education
1367 E. 6th St.
Cleveland, Ohio 44114

Appendix B-4

GREATER CLEVELAND TEACHER EDUCATION CENTERS COORDINATING COMMITTEE

APPLICATION FOR ASSOCIATE MEMBERSHIP
(Non-voting)

1972-73

NAME: ____________________

TITLE: ____________________

ADDRESS: ____________________

____

PHONE: ____________________

INSTITUTIONAL AFFILIATION:

____

RETURN TO:

Edward J. Fox
SITE Project Director
Cleveland Commission on Higher Education
1367 E. 6th St.
Cleveland, Ohio 44114

Appendix C.

Illustrations of Training Materials and Activities

The following pages contain materials which illustrate training activities in the support program for 1972-73 which include:

1. TEC Workshop Kit Description
2. Announcement of Motivation Trainer Training
3. Survey of TEC Training Needs

A WORKSHOP KIT FOR
STIMULATING INVOLVEMENT IN THE
DEVELOPMENT OF TEACHER
EDUCATION CENTERS

by

Francine B. Kroner
Associate Director, Creative Learning Systems, Inc.

and

David E. O'Gorman
Assistant Director for Teacher Education
Cleveland Commission on Higher Education

prepared as part of the

PROJECT TO STIMULATE INNOVATIONS IN TEACHER EDUCATION
(SITE PROJECT)

Funded by a Grant from the

Martha Holden Jennings Foundation

CLEVELAND COMMISSION ON HIGHER EDUCATION
Cleveland, Ohio 44114
August, 1972

This paper describes the Teacher Education Center Workshop Kit developed by Creative Learning Systems, Inc. for the Cleveland Commission on Higher Education. The Workshop Kit grew out of needs of those working with teacher education centers in the Greater Cleveland area. The Workshop Kit has been designed with considerable flexibility so that teacher educators in school districts, and in institutions of higher education across the country might be able to use the Workshop Kit in improving their teacher education programs.

The Workshop Kit is based on the assumption that there is no one "right" model for a teacher education center. Hence the Kit can be used to enhance and support whatever model the user wishes.

For those who are not familiar with the concept of a Teacher Education Center, the following chart may help to distinguish the center approach from the conventional approach to the field preparation of teachers.

Activity	*Conventional Approach*	*Center Approach*
Assignment of Student Teachers	Scattered in many schools.	Clustered in buildings, chosen for particular experiences.
Supervision of Student Teachers	Individual student teachers supervised daily by master teacher, infrequently by college faculty member. Minimal communication between college and school supervisors. No coordinatorion of in-school activities.	Directly, by master teacher. Indirectly, by college supervisor, through teacher. Frequently in-school program has part-time or full-time coordinator.

Activity	*Conventional Approach*	*Center Approach*
College Supervisor's Activity	"Circuit-rider" - visiting students in many locations.	Concentrated at center, available to student teachers and to all school personnel as an added resource.
Preparation of Master Teacher for Supervisory Role	Varies - usually minimal.	Workshops and other efforts to incorporate master teacher into teacher training team.
Seminar on Teaching	On campus, frequently not related to student teaching experience.	Usually at center, tied to experience in teaching.
Effect on School Environment	No direct effort to help with school program.	A direct effort made to improve the learning environment within the school.
Variety of Student Teaching	Usually one classroom with one master teacher. Little opportunity to visit other classes.	Often contact with two or more classes and teaching styles; sometimes assignments are to a teaching team or to a whole department.
Decision-Making	College dominated and imposed.	School-college partnership.

Within these common characteristics of centers, there is room for a great deal of variety in the specific design and operation of centers. The Workshop Kit is designed to facilitate the development of centers which meet the unique needs of the schools and colleges involved.

Goals of the Workshop Kit

1. Content: To impart knowledge about what teacher education centers are and how they operate.

2. Process: To overcome communication barriers common to groups.
3. Planning: To lead toward the development of specific plans for starting centers or modifying those already in existence.

Depending upon time constraints and the desires of the user, components of the Workshop Kit can be modified to focus on any one of the above goals.

Overview of the Workshop Kit

The Kit supplies materials supportive of a workshop of from one to three days duration. The workshop is intended to stimulate personnel from public and private schools, and from institutions of higher education, to work together on planning a common teacher education center venture appropriate to a particular locale.

The materials supplied in the Kit encourage participant interactions. Several simulation games, described below, not only convey information about teacher education center alternatives but also allow participants to refine their group decision-making skills. By alternating activities in simulated and 'real-world' contexts, the workshop can move participants from excitement about the potential of the teacher education center concept into the preliminary phases of action planning for the local situation.

Contents of the Workshop Kit

COORDINATOR'S GUIDE:

An important feature of the Workshop script is the provision for a pre-workshop analysis of the local situation. By working through the *Pre-Workshop Analysis Pak*, the prospective Workshop Coordinator can determine the extent of his/her awareness of the factors to be considered in planning and conducting a workshop.

Other major divisions of the *COORDINATOR'S GUIDE* are:

(a) *Preliminary Decisions:* Worksheets dealing with preliminary decisions about Workshop purposes, intended participation, and logistical provisions.

(b) *Program Components:* An overview of alternative program components and suggestions for use of the Kit materials.

(c) *Workshop Arrangements:* Sample Workshop agendas; guidance in clarifying and communicating intentions; and a logistics checklist.

(d) *Evaluation & Reporting:* Suggestions of ways of monitoring Workshop progress and of making follow-up evaluations; a sample Feedback Request Form keyed into the packaged program components.

(e) *Resources:* An annotated bibliography on the teacher education center movement and a listing of significant literature on teacher pre- and in-service education published by the Association of Teacher Educators and the American Association of Colleges for Teacher Education; two papers elucidating the teacher education center concept; and a copy of the AACTE booklet In West Virginia, It Is Working.

SLIDE-TAPE PRESENTATION:

A typical Workshop would begin with the showing of an audio tape/slide presentation *TEACHER EDUCATION CENTERS:A BRIDGE TO EDUCATIONAL EXCELLENCE*, supplied with the Kit.

"T.E.C. AUCTION":

In a simulated auction setting, players "bid" competitively in attempts to "purchase" various resources and materials appropriate to teacher education center programs. The auction informs participants of some of the possible ways to provide pre-service and in-service training in Teacher Education Centers; offers them an opportunity to gain insights into their own educational philosophies; and gives the Workshop leader data on preference trends within the playing groups.

The packages of materials for the *"T.E.C. AUCTION"* simulation contain procedural instructions, sets of auction catalogues and bidders' paddles, and a Debriefing Guide. *"T.E.C. AUCTION"* can be an entertaining and informative warm-up activity for T.E.C. Workshop participants.

"CENTERING":

In this simulation a committee engages in a decision-making task related to the development of a hypothetical new teacher education center. Participants assume roles that highlight the effects of vested interests and typical group-member behaviors on task accomplishment. The simulation components, which are packaged in a compact vinyl portfolio, include an audio-cassette with recorded instructions for the simulation coordinator and for the participants, player role cards, and a debriefing guide. This simulation can be played in conjunction with *"FEEDBACK" Intervention* A (described below) to train observers in group-process monitoring techniques.

"PRO's & CON's":

This simulation is designed to give participants opportunities to practice a 'Devil's Advocate' deliberation style that can counteract uniformity of thinking and intensify the depth and thoroughness of reflection on major issues. Group discussion around operational issues of teacher education centers is structured in a way that "legitimizes" the open discussion of the pros and cons of controversial issues such as:

> Should school teachers in Centers have a say in how cooperating universities train prospective teachers?
>
> Should cooperating teachers be released from some of their regular assignments to give them time to engage in Center activities?
>
> Should university personnel assigned to Centers have a role in developing curriculum for youngsters in the cooperating schools?

Each package of *"PRO's & CON's"* includes written instructions for the leader, a pad of sheets on which trends in group opinions and discussion highlights may be recorded, and "Players Packets" consisting of sets of palm-size, ring-bound cards which use a color code to cue the rotation of the "pro", "con" and "neutral" positions on each issue that is debated.

The simulation *"PRO's & CON's"* is designed to move the participants from discussion of issues provided in the simulation to identification and discussion of "real world" local issues.

Issue Analysis WORKSHEETS:

The *"PRO's & CON's"* simulation may be followed by small group discussion of issues of actual concern to the Workshop participants. A packet of Task Force *WORKSHEETS* is supplied as an aid to structuring such discussion. The *WORKSHEETS* can be used to identify significant issues, specify the positions that can be taken and list the pros and cons of taking particular stances on the issues. A summary report based on data from the *WORKSHEETS* can serve as the input into a comprehensive plan for improving existing centers or starting new ones.

"FEEDBACK" CARDS:

The *"FEEDBACK" Card Deck* supplied with the Workshop Kit consists of a set of cards whose faces graphically depict several group-discussion behaviors. The cards can be used in a variety of ways, two of which are described here as *"FEEDBACK Intervention A"* and *"FEEDBACK Intervention B."*

FEEDBACK INTERVENTION A (*Process Monitoring*)

A group-process observer withdraws from group interaction and uses the *FEEDBACK Cards* to categorize group-member statements. Periodically, he/she interrupts the group's discussion to "feed back" what has been observed, by laying out before the group the cards that were sorted out, by commenting on the interaction patterns that emerge, and by engaging the group in a brief analysis of the implications of the *FEEDBACK* display.

This type of intervention can introduce participants to the role of disinterested observer and demonstrate the utility of having one group member play such a role during a team's deliberations.

FEEDBACK Intervention B (Sharing Leadership Functions)

The *FEEDBACK Card* categories used in this intervention represent the kinds of moves commonly made by group leaders: CLARIFYING, EXPEDITING, SUMMARIZING, SUPPORTING, GATEKEEPING, HARMONIZING, EVALUATING, and CONSENSUS TESTING. Before a group begins work on a task, three cards from the above-listed categories are dealt, face down, to each group member. During the course of the group's discussion, each participant is to attempt to "play" all of the cards in his "hand" by making well-timed remarks that fall into each of the categories symbolized by the cards he/she holds. This intervention offers opportunities for group members to practice engaging in leader-like behaviors that may not ordinarily be part of their repertoires. In addition, it can help wean a group away from excessive dependance on a titular leader to make things "move" during a meeting.

"PRIORITY PLANNER":

The *PRIORITY PLANNER* is an aid to gaining group consensus on priority rankings. The *PRIORITY PLANNER* technique is applicable to a wide range of situations calling for the ranking of alternatives in an order from most to least importance. Among the kinds of listings to which it might be applied by a Workshop discussion group are lists of things to be done, items to be purchased, role positions to be filled, criteria to be used in judging something, issues to be discussed, and data to be gathered. Commonly, when groups attempt to rank in priority order a long list of items, there is fairly ready agreement on which items are of highest and which are of lowest priority. However, difficulties in deliberation usually are related to the middle-range selections. The *PRIORITY PLANNER* helps with the sorting of the middle-range items.

Conclusion

The T.E.C. Workshop Kit has been field-tested in the Cleveland area with promising results. Plans are currently being drawn up for disseminating information about the Kit to educators who are involved in teacher education center development.

Inquiries about the T.E.C. Workshop Kit should be addressed to:

The Cleveland Commission on Higher Education
1367 E. 6th Street
Cleveland, Ohio 44114

or

Creative Learning Systems, Inc.
2560 Overlook Road, Suite 5
Cleveland Heights, Ohio 44106

CLEVELAND
COMMISSION
ON HIGHER
UCATION

1367 EAST 6TH ST.
CLEVELAND, OHIO
44114 (216) 241-7583

MEMORANDUM

TO:

FROM: Ed Fox, SITE Project Director

DATE: October 15, 1972

RE: Announcement of Training Opportunity under the SITE Project for key college and school staff members; Request for nominations.

Background

We have just completed an intensive study of the training needs which must be met to guarantee the ultimate success of school system-college and university partnerships such as the emerging teacher education centers. From this study we have determined that the most feasible strategy possible with the resources of the SITE Project would be to train a small core of skilled local helper-consultant/trainers who in turn could provide assistance to the various school-college planning groups and other critical cooperative educational planning activities.

Objective

The major objective of this activity is the development of a small core of persons, through training, who could serve as effective resource people--consultants, trainers, helpers--to meet a wide variety of individualized needs.

Trainers

We have negotiated the assistance of McBer and Co. of Cambridge, Mass. to provide an intensive trainer-training program whose details are given in the attached announcement. McBer and Co., a division of Sterling Institute, has had wide and varied experience in the initiation and management of individual, organizational and community change. Their emphasis is on training persons to solve problems and improve personal and group performance.

Trainer-candidates

The most critical aspect of this endeavor will be the selection and commitment of the persons to be trained as trainers. Each potential candidate should meet the following criteria:

1. Does he/she have the time necessary to be utilized in training/consulting?
2. Does he/she want to assume the role of a trainer/consultant?
3. Will the potential client system accept him/her as a trainer/consultant?

There will be a screening process used which will entail nominees responding to certain instruments designed to help determine their commitment and potential skills as trainers/consultants. Interviews with each nominee will be held to help confirm the degree to which the three criteria above are met.

The Training

The training consists of three training seminars each of four days duration spaced over approximately six weeks. Because of the highly individualized nature of the training and our budgetary limitations only 10 trainer candidates can be accommodated.

The training costs are to be borne by the SITE Project grant. A registration fee of $15.00 per person per four-day seminar will cover incidentals and luncheons. (We estimate that equivalent training including all three seminars if offered on a public basis would require a tuition fee of approximately $1000 per participant.)

The ten trainer-candidates will participate in an initial four-day experimental seminar entitled, "Managing the Motivation of Yourself and Others." This seminar is tentatively planned for Friday, Saturday, Sunday and Monday, December 1-4, 1972. All 10 of these initial candidates should plan to continue the training two weeks later in a second four-day seminar (tentatively scheduled for December 15-18.) It is expected that from 5-10 persons will complete the training in a third four-day seminar tentatively scheduled on January 12-15, 1973. (All trainer candidates, however, should plan initially to be available for all three training seminars. The nature of the training demands uninterrupted involvement throughout each four-day session.)

Persons undergoing the training in seminars II and III will be expected to become engaged in their own helper-consultant-trainer interventions with an outside group. Thus, a rapid pay-off with succeeding group planning processes throughout Greater Cleveland is envisioned provided we find the appropriate committed individuals for training and they are "made available" to the educational community.

Additional Participants in Seminar I

Seminar I (tentatively scheduled for December 1-4) is being planned to accommodate an additional 15 participants besides the 10 trainer candidates. College and school officials who can benefit by gaining an understanding of the nature of the training are being invited to participate. This group of persons would not continue with the subsequent intensive training in seminars II and III. They would, however, consider as part of Seminar I, how they can facilitate and support the work of the trainers after they complete their training.

Request for Nominations

Please send me names of potential candidates as soon as possible. We will handle the followup contacts with candidates. Please encourage any persons you think might be interested, qualified, and available to call Ed Fox directly for further information (241-7583).

MANAGING THE MOTIVATION OF YOURSELF AND OTHERS

A TRAINER-TRAINING OPPORTUNITY
Sponsored by the
CLEVELAND COMMISSION ON HIGHER EDUCATION SITE PROJECT
(Supported by a grant from the Martha Holden Jennings Foundation)

OBJECTIVE To develop up to ten individuals, through training, who can and will serve as effective resource persons--consultants, trainers, helpers--to meet a wide variety of individualized needs in planning and development of cooperative educational activities.

TRAINING PROGRAM Three intensive seminars of four-days duration each (tentatively scheduled for December 1-4, December 15-18, and January 12-15) comprise the total training program for ten trainer candidates.

Seminar I.

The first four-day demonstration seminar is open to an additional 15 school and college officials. Its purposes include the following:

1. To understand motivation as it affects the amount that a student and/or teacher learns; and as it affects their own effectiveness as professionals.
2. To isolate those individual factors which inhibit learning in those they are attempting to help and in themselves, e.g., lack of achievement motivation, the belief that an individual can't change;
3. To identify how their own and others various levels of motivation can be changed and/or met;
4. To gain an understanding of the process of setting measurable, time-phased goals to develop individual achievement and professional effectiveness; and
5. To expose the trainer candidates to an intensive experiential program which would use many of the theoretical concepts which he/she would be required to learn.
6. To expose the other school and college officials to an intensive experimental program which would demonstrate many of the theoretical concepts underlying the training/consulting interventions.
7. To test the commitment of the trainer candidates to continue training and to set tentative goals for trainer/consultant interventions.
8. To set goals and strategies for school and college officials to act as facilitating supporters of the trainers.

Seminar II.

In the second four-day seminar 10 trainer-candidates will continue their more intensive training. In this seminar the potential trainers would deal with the development of the following skills:

1. Needs assessment and how to conduct a needs assessment meeting.
2. Understanding the needs of self and others (motivational and how people learn) and an understanding of how those needs can be met.
3. Preparing realistic action plans to meet diagnosed needs.
4. Designing and conducting interventions to carry out action plans.

Finally, the trainer candidates would develop and test action plans to conduct an initial training intervention (of one-half day or less duration) with a selected outside group (students, faculty, civic or religious group, teacher education center team, or other group).

Seminar III.

In the third four-day seminar the trainer candidates who have completed the previous two seminars and the resulting assignments will evaluate their progress in the initial outside training interventions, reevaluate and replan their goals and gain commitments from the overall group to plan to help each other on an ongoing basis. Each trainee will complete the program with a well-developed plan of action for utilizing his/her skills as a helper-consultant/trainer.

COST OF TRAINING

Training costs will be borne by the SITE Project grant from the Martha Holden Jennings Foundation. A registration fee of $15.00 per participant per seminar payable to the Cleveland Commission on Higher Education must be paid prior to each seminar at the time registrations are confirmed. This fee covers incidentals and luncheons.

APPLICATIONS

Applications (or nominations) should be made directly to Dr. Edward J. Fox, SITE Project Director, Cleveland Commission on Higher Education, 1367 E. 6th St., Cleveland, Ohio 44114 (Phone: 241-7583) in the form of a letter or phone message. Additional information and procedures will be indicated on a personal basis.

CLEVELAND
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EDUCATION

1367 EAST 6TH ST.
CLEVELAND, OHIO
44114 (216) 241-7583

TO: Teacher Education Center Coordinators and Directors of Teacher Education

FROM: Edward J. Fox, SITE Project Director

DATE: October 24, 1972

RE: Survey of Teacher Education Center staff training needs

MEMORANDUM

The Training Task Force of the Greater Cleveland Teacher Education Centers Coordinating Committee has secured the services of Mrs. Fran Joseph. Mrs. Joseph will be contacting you in the very near future to solicit your views on teacher education center staff training needs. We are hopeful that you will find it possible to cooperate with her request for information. The Training Task Force expects to publish a report in the next six weeks or so which would do the following things:

1. Identify existing and past center staff training programs.
2. Identify persons who are available and have expertise related to center staff training.
3. Describe the status of center staff training programs in teacher education centers.
4. Identify the most critical immediate staff training needs in the teacher education centers.*

Should any questions arise concerning this request for data please do not hesitate to contact me directly (241-7583). Thank you for your cooperation.

*The Task Force plans to arrange for some immediate training interventions to help meet the most critical needs identified, hopefully by January.

APPENDIX D

ILLUSTRATIONS OF INFORMATION AND RESOURCE SHARING DEVICES

On the following pages will be found the following items which illustrate the information and resource sharing efforts of the TEC support program:

1. IN-SITE Newsletter
2. ALERT Bulletin
3. TERC Catalogue
4. Computer-based Information System Design
5. Text of Slide-Tape Presentation

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1367 EAST 6TH ST.
CLEVELAND, OHIO
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IN-SITE: *A Periodic Report on Activities to Stimulate Innovative Teacher Education*

Issue Number One
February, 1971

Executive Director
DONALD B. SWEGAN

Associate Director
EDWARD J. FOX

Published through a grant from the Martha Holden Jennings Foundation

SITE Project Expands on STIP Activities

SITE -- a *Project for Stimulating Innovative Teacher Education* -- extends activities begun in the *Greater Cleveland Student Teaching Improvement Project.* STIP -- a federally-funded three-year project -- was completed in October, 1970. SITE, including the IN-SITE Newsletter, is funded by a grant from the Martha Holden Jennings Foundation.

SITE emphasizes innovative approaches to three objectives: (1) expansion of communications between school and college personnel, (2) provision for upgrading within the teaching profession, and (3) encouragement of experimental programs in teacher preparation. A steering committee provides policy guidance and long-range planning for activities and outgrowths of SITE. (See below). SITE sponsors workshops and conferences on various critical areas in teacher education. An October invitational conference initiated this series. (See p. 2). A March 26th conference is planned on the preparation of Humanities teachers. Initial arrangements have been made for a late Spring conference on Science Education.

SITE Project Steering Committee Explores New Directions

The SITE Project Steering Committee, established jointly by the Cleveland Commission and the Cuyahoga County School Superintendents' Association, broadly represents area institutions and groups concerned with the preparation of teachers. It serves as a test model for the development of more viable communications channels among the professional educators in Greater Cleveland. Representatives on the committee are: Sister Alice Clare, Chairman, Department of Education, Ursuline College; Dr. Edward J. Fox, Associate Director, Cleveland Commission on Higher Education; Miss Cathy Henry, Senior Education Major, Cleveland State University; Sister Mary Leopold, Principal, St. Albert-the-Great School; Mr. Ray Leopold, President, Northeast Ohio Teachers Association; Dr. Marvin Maire, Superintendent, South Euclid-Lyndhurst City Schools; Sister Michaelene Meyers, Graduate Student, St. John College; Dr. John Morford, Director of Teacher Education, John Carroll University; Mr. James E. O'Meara, President, Cleveland Teachers Union; Mr. Alan Shankland, Executive Secretary, Cuyahoga County School Superintendents' Association; Dr. Robert Van Auken, Superintendent, North Olmsted City Schools; and Sister Mary Winfred, Teacher Education Faculty, Notre Dame College. (Cont'd. pg. 2)

PLEASE PASS THIS FIRST ISSUE OF IN-SITE ALONG TO A COLLEAGUE CONCERNED ABOUT TEACHER EDUCATION. WRITE TO THE EDITOR TO CONFIRM YOUR CORRECT NAME AND ADDRESS ON THE SUBSEQUENT MAILING LIST.

The steering committee is expected to evolve, from an initial advisory panel for the SITE Project, to a policy body directed toward the expansion of cooperative activities between schools and colleges in any aspect of teacher education. Currently it is exploring a proposal to develop a teacher education resource center (TERC). The instructional materials situation has moved rapidly from almost nothing of real value available to the current plight where most colleges are not able to afford what is available. College personnel are hard pressed to determine which materials on the market are effective and appropriate to their instructional objectives and strategies.

Dr. John Morford, former teacher education consultant to the Cleveland Commission and Director of STIP, has accepted the Committee's invitation to head the development of the TERC proposal.

Teacher Education Centers Multiply Rapidly

A major outcome of STIP was intensive planning for development of teacher education centers. Planning grants were committed from STIP funds to develop five of these centers.

Since September, 1970, eighteen centers have advanced to operational stages and at least four other centers are being planned. The next issue of IN-SITE will summarize these developments and include descriptive material illustrating the wide variety of patterns emerging. This rapid development is being aided and studied by the Teacher Education Centers Coordinating Committee which is made up of representatives from all the involved or interested schools and colleges. TECCC meets to exchange ideas and to cooperate in the development of recommended goals, procedures and criteria for evaluating the success of these new ventures.

Already some dramatic breakthroughs are in evidence as a genuine partnership between colleges and schools emerges. In-service programs are being related to (and grow out of) cooperation in pre-service preparation of teachers. School personnel are beginning to assume the role of teachers of teachers at the action level while college personnel are becoming involved in the classroom level demonstration of theory in action. Personalization of instruction is rapidly becoming a reality for the teachers in these new centers.

Kineposium at Fall Conference Stimulated Enthusiastic Interaction Among Educators

Over 100 persons engaged in an extended two-day dialogue on Teacher Education in Greater Cleveland: Who, Where, What and When held last October 15-16 at Mt. Augustine Retreat Center in West Richfield, Ohio. Dr. Robert F. Peck, Co-Director, Research and Development Center for Teacher Education, University of Texas in Austin, brought the opening message, "New Frontiers in Teacher Education." He stressed the need for personalizing education and the development of instructional modules designed to promote specific teacher behaviors.

The key feature of the Conference was the kineposium where each conference participant engaged in eight different groups. Eight topics were each discussed eight times while participants were shuffled at each change. Thus, each participant had at least one opportunity to interact with every other participant. (Cont'd. pg. [illegible])

This intimate interchange involved one State Department of Education official, 13 school administrators, 12 school teachers, 13 college students, 61 college faculty and administrators (from 21 institutions), and 8 observers. A college dean commented, "I enjoyed the small seminars. When I first saw that they were cut out for only twenty-five minutes each, I had serious doubts as to any achievement which might occur in that small length of time. However, you have made a believer of me. It is possible to swing around that often and to get something out of each session." A university faculty member added, "I've been converted! I used to believe in 'doing my own thing,' but now I see the potentially great rewards in cooperative activity."

Reorganized Education Committee Grapples with Expanded Agenda

Known previously as the Teacher Education Committee, the Committee of department chairmen and deans was reorganized in November, 1970, to serve as the top level policy and program guidance group for Commission activities in the total area of undergraduate and graduate professional education. Dr. Bertram Masia, Education Department Chairman at Case Western Reserve University, served as chairman of the Committee for the first quarter (December-February). The chairmanship will rotate among the eight members including: Sister Alice Clare, O.S.U., Chairman, Department of Education, Ursuline College; Sister Mary Josetta, C.S.J., Dean of Education, Saint John College; Dr. Ray LeGrand, Chairman, Education Department, John Carroll University; Dr. Fay-Tyler Norton, Head, Social Science Department, Cuyahoga Community College; Dr. Paul Smith, Associate Dean of Education, Cleveland State University; Dr. Robert Trautmann, Chairman of Education Division, Baldwin-Wallace College; and Sister Mary Verone, S.N.D., Chairman, Department of Education, Notre Dame College. Dr. Edward Fox, Associate Director of the Commission acts as Executive Secretary.

The Education Committee meets monthly to review the education activities associated with the Commission. Long-range planning has been identified as a key responsibility by this group. At a special meeting on January 27th the Committee reviewed the programs at the four institutions offering graduate work in Education. Opportunity was given for these institutions to share their immediate and long-range goals for graduate studies in an effort to avoid undesirable duplication of effort. A real sense of cooperative concern for the total professional education movement in Greater Cleveland is evident in the committee's enthusiasm and candor.

TECCC Conference/Workshop Slated for February 12th

An all-day (9:30-3:30) Conference/Workshop is being sponsored by the Teacher Education Centers Coordinating Committee on February 12, 1971, at the Gwinn Estate, 12407 Lakeshore Blvd., Bratenahl. The program includes planning sessions to modify the structure and representation of the TECCC. One proposal before the Committee calls for each Teacher Education Center to elect a representative and an alternate. This would alter the present independent representation from colleges and schools.

Other workshop sessions will bring together representatives of the operating centers to share their experiences and to collectively identify common needs which might be met by cooperative action. Additional action is expected in defining criteria which may be useful in subsequent evaluations of progress in and the effectiveness of the Teacher Education Centers.

CUTE Examines Uniqueness of Urban Teaching

A Council on Urban Teacher Education (CUTE) has been meeting to explore particular aspects of the inner-urban schools which have special ramifications for teacher education programs. Support for this Council was made available to the Commission through a grant from the Martha Holden Jennings Foundation.

While most of the current funding is directed toward the support of a special Ohio University-Cleveland City School District exchange program, the Council was created to oversee this activity and to develop, as appropriate and feasible, effective interrelationships between Cleveland area colleges and the selected school systems (including at this point Cleveland, East Cleveland, Shaker Heights, Cleveland Heights, and Warrensville Heights).

Representatives from area colleges and the inner-urban school systems who are particularly related to the urban teaching problems have been surveyed to identify problems of potential cooperative interest. A high priority is attached to the development of an effective mechanism for stimulating real progress in meeting the critical needs of the inner-city schools. Dr. Donald Swegan, Executive Director of the Commission, acts as Executive Secretary to this Council.

Future Features for IN-SITE

In the coming issues of IN-SITE articles will report (1) Descriptions of Teacher Education Centers, (2) Selected developments in teacher education at member and cooperating institutions, (3) Provocative challenges to stimulate innovation and experimentation in teacher education (Letters to the Editor welcomed), and (4) Reports on activities of several active committees. Your reactions and suggestions are cordially invited.

Mailing List to be Updated

WANT TO CONTINUE RECEIVING IN-SITE? THEN YOU MUST RETURN THE ADDRESS LABEL BELOW IMMEDIATELY. PLEASE MAKE CORRECTIONS AS NECESSARY.

Issue No. 1, November 10, 1972

Greater Cleveland
TEACHER
EDUCATION
CENTERS
Coordinating Committee

ALERT

ORGANIZATION BULLETIN

NEW TECCC ALERT

This Teacher Education Centers ALERT is addressed to all persons in Greater Cleveland who wish to relate to the development of Teacher Education Centers. This new series of bulletins is being published by the Greater Cleveland Teacher Education Centers Coordinating Committee (known as TECCC for short).

TECCC OBJECTIVES

TECCC, in its third year of activity, exists to support the development of a network of teacher education centers in Greater Cleveland through cooperation and sharing of resources.

TECCC MEMBERS

Each cooperating center team (made up of school and college personnel) has one representative and an alternate on the Committee. Associate members include any other persons from area colleges, universities, and schools who wish to actively foster the development of teacher education centers.

TECCC SUPPORT ACTIVITIES

The TECCC has adopted five major program goals for 1972-73 (confirmed at its meeting at St. John College on Saturday, September 30, 1972):

1. To establish specific organizational mechanisms to ensure that the development of teacher education centers continues as a viable movement after June 1973. (The SITE Project of the CCOHE, which provides staff and other resource support to TECCC terminates in June 1973).
2. To establish a training system to meet teacher education center teams' needs and to meet specific center personnel needs.
3. To implement an information system to support teacher education center teams.
4. To conduct evaluation activities which will assist the TECCC and teacher education center teams improve the center programs.
5. To stimulate new school-college partnerships through the establishment of additional teacher education centers in Greater Cleveland.

FLASH

TECCC Meeting
December 11th
6:30 p.m.
John Carroll University

See Page 3

CLEVELAND COMMISSION ON HIGHER EDUCATION
1367 EAST 6TH ST.
CLEVELAND, OHIO
44114 (216) 241-7583

TECCC TASK FORCES

Task Forces to work specifically on activities to achieve the above goals were established on September 30th. If you wish to assist in these efforts please let Ed Fox know (call 241-7583).

TECCC ALERT BULLETINS

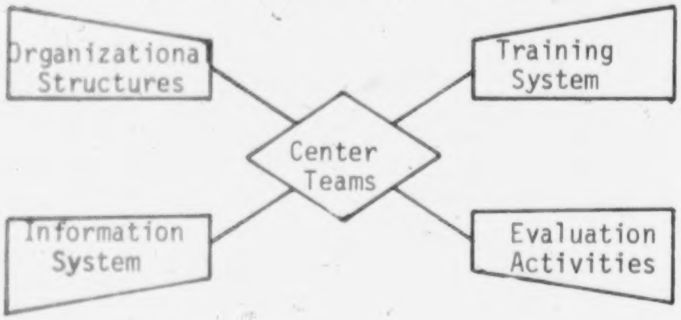
The TECCC ALERT will appear as a series of four different bulletins. Each issue will normally deal only with one or two brief items. If kept on file, they should comprise a compendium of what overall efforts are being made to cooperatively foster center development. The four bulletins are:

1. ORGANIZATIONAL BULLETIN - - announcements pertaining to the GCTECCC, its meetings, and Program Goal No. 1 above.

2. TRAINING BULLETIN - - announcements of training opportunities for center personnel, information on training resources, reports of training needs, training results, and other items pertaining to Program Goal No. 2 above.

3. INFORMATION BULLETIN - - information about centers, directories of personnel and other resources, items designed to promote inter-institutional and inter-center sharing, and other matters related to Program Goal No. 3 above.

4. EVALUATION BULLETIN - - announcements of evaluation activities, reports on the systemmatic feedback of data from center participants to planners, and other items pertaining to Program Goal No. 4 above.



ROSTER OF TECCC MEMBERS

An updated roster of TECCC members is included with this issue of ALERT. Representatives and alternates from 27 centers in Greater Cleveland are listed. Several centers are still in the process of designating their representatives.* These names will be reported in subsequent issues of ALERT: Organization Bulletin. Please call ED FOX, (241-7583) if you spot any errors.

*The following 5 centers cooperating with Kent State University will shortly be designating their representatives: Mentor Center, Grant Elementary (Lakewood), Walton Elementary School (Cleveland), Parma Secondary Center, Solon-Orange Center.

NEXT TECCC MEETING
(Open Dinner Meeting)

Monday, December 11, 1972; 6:30 p.m.
Alumni Lounge-Student Activities Center
John Carroll University

INVITEES:- *All TECCC Representatives and Alternates*
- *All Associate Members*
- *Any other interested persons*

PROGRAM: *Dinner - $2.25 per person*

- *"An Urban View of Emerging Strategies in Teacher Education" Dr. James Tanner, Assistant Superintendent, Cleveland Public Schools.*
- *Action Status of the TECCC Task Forces*
- *A brief look at new activities in the centers*
- *Election of Executive Committee-Elect*

Reservations Please: Return the reservation form below with your check for $2.25 made out to the Cleveland Commission on Higher Education or call Ed Fox, (241-7583) before December 7th.

Make your reservation now!

Nominations Solicited

The present TECCC Executive Committee was elected in May 1971. Members are Dr. Sally Wertheim, Chairman (John Carroll University); Dr. Patrick Cosiano, Vice-Chairman (Ohio University); Miss Edna Stinson (Cleveland Public Schools); Mr. Jerry Graham (Shaker Heights Public Schools); and Mr. Larry Mervine (East Cleveland Public Schools). They were instructed at the Sept. 30th TECCC meeting to arrange for the selection of an Executive Committee-Elect to serve with the present Executive Committee for the balance of this school year or until any new organizational structure has been adopted for TECCC.

Nominees must be members of the TECCC (see Roster attached). Your nomination of a person (self-nomination encouraged) on the ballot/reservation form below will help provide a slate from which 5 persons will be elected at the next TECCC meeting on December 11th (see announcement to the left). All nominees will be personally contacted before balloting to ascertain their interest and willingness to serve. Please accept this as a real opportunity to become involved or to encourage another to become involved in an exciting metropolitan-wide developmental effort.

- -

TECCC Nomination & Reservation Form

1. I nominate ________________________________ to serve on the TECCC Executive Committee-Elect.

2. Please reserve ____ dinner tickets for the Dec. 11th TECCC meeting at John Carroll University. (My check for $______ is enclosed--made out to Cleveland Commission on Higher Education).

____
Name

____
Phone

Return to Edward J. Fox
Cleveland Commission on Higher Education
1367 E. 6th Street
Cleveland, Ohio 44114

FIRST EDITION

A TEACHER EDUCATION
RESOURCE CATALOGUE

A Compilation of Mediated Teacher Education Resources
Held by Member Institutions of the
Cleveland Commission on Higher Education

Prepared as part of the

SITE PROJECT

Funded by a Grant from the

Martha Holden Jennings Foundation

CLEVELAND COMMISSION ON HIGHER EDUCATION

Cleveland, Ohio

June 1972

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FOREWORD

For many years teacher educators decried the lack of adequate materials and resources developed specifically for use in training teachers. As a result, in the past 10 years an ever increasing volume of films, tapes, video-tapes, mini-courses, training modules, simulation exercises, etc., have been developed and made available both within the profession and commercially.

National and local trends in teacher education, e.g., Teacher Education Centers, emphasis on performance criteria, program individualization, new NCATE standards, etc., all serve to increase the need for the use of such resources in Cleveland area schools and colleges in both pre-service and in-service teacher education programs.

Several factors, however, seem to be preventing these new resources from full use:

1) Many are too expensive for a single institution to purchase, often several thousand dollars even for film sets or mini courses. Certainly, in toto, cost is prohibitive for any one college or school.

2) For items available for rental, (and many are not) long waiting periods are common.

3) Merely keeping track of what is available or being developed has become difficult for hard-pressed school administrators and college faculties.

4) More importantly, evaluating and testing the quality and usability of available resources is often impossible; therefore, since costs are too high for random purchase, most institutions simply do without.

5) Where such resources are even now available locally, this fact is often unknown to other colleges and schools who might share them to everyone's gain.

6) Unless a desirable resource is to be used frequently, purchase often can't be justified by any one institution, especially as regards some of the more sophisticated items.

As a first step toward resolving the above problems, this Catalogue is being compiled to facilitate the sharing of such teacher education resources. This is the first edition of this catalogue. Hopefully it will evolve into something broader in scope and more useful to trainers of teachers whether they be located in colleges or in school districts.

USER'S INSTRUCTIONS

1. Resources are grouped according to the categories indicated below. These categories are based on those used in Mediated Teacher Education Resources, published by the American Association of Colleges for Teacher Education.

    1. Audio Tapes
    2. Simulations and Games
    3. Motion Pictures
    4. Multi Media
    5. Slides and Filmstrips
    6. Videotapes
    7. Microfilm and Microfiche

2. As you find an item that you wish to borrow, contact the person indicated.

3. Send errors, additions, delineations, corrections and other suggestions to Assistant Director for Teacher Education, Cleveland Commission on Higher Education, 1367 East Sixth Street, Cleveland, Ohio 44114. (Area code 216 - 241-7583).

4. Blank forms for additions, deletions and other changes are provided in the back of this catalogue.

1. *Title:* INTERACTION ANALYSIS TRAINING KIT, LEVEL I
Producer: Association for Productive Teaching Inc.
Descriptor: Audio Tapes
Specific Material: Tape, manual and worksheets
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

2. *Title:* CLINICAL AND DEVELOPMENT ASPECTS OF CHILD PSYCHOLOGY
Producer:
Descriptor: Audio Tapes
Specific Material: Reel-to-Reel
Running Time:
Description: Sound seminars; recorded lectures and discussions
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

3. *Title:* READ MUSIC
Producer: Eye Gate House, Inc.
Descriptor: Audio Tapes
Specific Material: Cassette
Running Time:
Description:
Availability: Available when not in use
Special Comments: To be used with It's fun to read music filmstrip

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

4. *Title*: THE ROLE OF THE FEDERAL GOVERNMENT IN EDUCATION
Producer:
Descriptor: Audio Tapes
Specific Material: Reel-to-Reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

5. *Title*: HOW YOU CAN BECOME AN EXCITING TEACHER
Producer: G.G. Voith
Descriptor: Audio Tapes
Specific Material: 4 cassettes
Running Time:
Description: A program of teaching skills and inspirational messages designed to help teachers bring excitement and drama into their classroom.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

6. *Title*: RELIGION TEACHER TRAINING PROGRAM
Producer: W.H. Sadlier
Descriptor: Audio Tapes
Specific Material: 3 tapes in cassette, 12 over-head transparencies, 20 casebooks, 1 workshop leader's guide
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

7. *Title:* READING LABORATORY
Producer: Science Research Associates
Descriptor: Audio Tapes
Specific Material: Cassettes
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

8. *Title:* TRADITION AND INNOVATION IN TEACHER EDUCATION
Producer:
Descriptor: Audio Tapes
Specific Material: Reel-to-Reel
Running Time:
Description: The eighth Charles W. Hunt lecture.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

9. *Title:* DIRECTIONS IN PUPIL PERSONNEL SERVICES
Producer: National Education Association
Descriptor: Audio Tapes
Specific Material: Reel-to-Reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

10. *Title:* THE FUTURE OF THE ELEMENTARY PRINCIPALSHIP
Producer: National Education Association
Descriptor: Audio Tapes
Specific Material: Reel-to-Reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

11. *Title:* HOW GOOD ARE OUR SCHOOLS
Producer: National Education Association
Descriptor: Audio Tapes
Specific Material: Reel-to-Reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

12. *Title:* NEW ORGANIZATIONAL PATTERNS FOR THE ELEMENTARY SCHOOL
Producer: National Education Association
Descriptor: Audio Tapes
Specific Material: Reel-to-Reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

13. *Title:* SCHOOLS FOR THE 70'S
Producer: National Education Association
Descriptor: Audio Tapes
Specific Material: Reel-to-Reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

14. *Title:* TODAY'S EDUCATION FORUM
Producer: National Education Association
Descriptor: Audio Tapes
Specific Material: Cassettes
Running Time:
Description: A program of continuing education for the National Education Association
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

15. *Title:* CHARACTERISTICS OF COUNSELOR EDUCATORS
Producer: McGraw-Hill Sound Seminars
Descriptor: Audio Tapes
Specific Material: Reel-to-Reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

16. *Title:* EVOLVING MODELS OF ORGANIZATIONAL BEHAVIOR
Producer: McGraw-Hill Sound Seminars
Descriptor: Audio Tapes
Specific Material: Reel-to-Reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

17. *Title:* HOW TO TAKE A TEST
Producer: McGraw-Hill Sound Seminars
Descriptor: Audio Tapes
Specific Material: Reel-to-Reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

18. *Title:* MOTIVES AND LEARNING
Producer: McGraw-Hill Sound Seminars
Descriptor: Audio Tapes
Specific Material: Reel-to-Reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

19. *Title:* PRINCIPLES OF CHILD DEVELOPMENT
Producer: McGraw-Hill Sound Seminars
Descriptor: Audio Tapes
Specific Material: Reel-to-Reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

20. *Title:* DIRECTIONS IN THE PRINCIPALSHIP
Producer: National Education Association
Descriptor: Audio Tapes
Specific Material: Reel-to-Reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

21. *Title:* BEYOND SURVIVAL FOR THE ELEMENTARY SCHOOL PRINCIPAL
Producer: National Education Association
Descriptor: Audio Tapes
Specific Material: Reel-to-Reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

22. *Title:* DIRECTIONS IN EARLY CHILDHOOD EDUCATION
Producer: National Education Association
Descriptor: Audio Tapes
Specific Material: Reel-to-Reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

23. *Title:* INTERACTION ANALYSIS TRAINING TAPE
Producer: Paul S. Amidon & Associates, Inc.
Descriptor: Audio Tapes
Specific Material:
Running Time: 1/2 hour
Description:
Availability: Available when not in use
Special Comments:

Contact: Ann Bell
Cleveland State University MC 233
687-3767

24. *Title:* COMMERCIALLY PREPARED, PRE RECORDED TAPE
Producer: Varies
Descriptor: Audio Tapes
Specific Material: Reel to Reel audio tape
Running Time: Varies
Description:

1. Alexander, F.

   A Good Educational Program for Children
   Provides for Individual Differences

2. Alexander, W.

   New Organizational Patterns for Elementary Schools

3. Anderson, R.

   Directions in School Organization

4. Anderson, R.

   How Organizations May Make the Elementary School More Humanistic

5. Anderson, R.

   The NonGraded School

6. Alexander, W.

   The Middle School as an Approach to Humanizing Education

7. Apenshaw, K.

   Individualizing For What?

8. Barnes, Foresberg, Goodlad, Koontz

   7" reel audio tape
   "How Good Are Our Schools?"

9. Berkley, D.

   Parthenons or Mud Huts

10. Berman, L.

    New Curriculum Designs for Children

11. Bostain, Jr.

    What Are the English Language?

12. Brackenbury, R.

    A Good Education Program for Children
    Provides for the Development of Values

13. Brain, G.B.

    Professional Negotiation and the Elementary School Principal

14. Clegg, S.A.

    The Revolution in the English Elementary Schools

15. Crosby, M.

    Humanizing Resource for Children

16. Dawson, D.T.

    Kids, Myths and Numbers

17. Discussion Starter Tape Library

    (4 7" reel tapes)

    1. The Teacher
    2. The Curriculum
    3. The System
    4. The Organized Profession

18. Dorn, C.

    Directions in Art Education

19. Dowing, L.M.

    Group Counseling in the Elementary School

20. Drummond, A.

    Good Educational Program for Children Develops
    Useful Concepts and Generations

21. Drummond, H.D.

Travel That Way Yourself

22. Edgar Friedenburg on Education

Urban Teacher's Summer Workshop

23. Eisner, E.

Developing the Aesthetic Sensibilities of the Elementary School Child

24. Fersh, S.

Studying Other Cultures

25. Frymier, J.

Teaching the Young to Love

26. Fraser, D.

Social Studies; A Case Study of New Content

27. Frazer, Alexander

A Good Educational Program for Children Provides for Individual Differences

28. Gesell, A.

Child Development and A Science of Man

29. Gibson, B.H.

A Crucial Problem in Scientific Communication

30. Goodlad, J.

Beyond Survival for The Elementary School Principal

31. Goodlad, J.

Patterns of School Organization

32. Hanson, Hedges, Reese & Rockfeller

Homework for the Elementary School Child

33. Haskins, Trudy

Urban Teacher's Summer Workshop-2 Syracuse Program

34. Hatfield, M.

The Role of the Federal Government in Education

35. Hayakawa, S.T.

Language, Key to Human Understanding

36. Hildreth, G.H.

Understanding the Gifted

37. Holt, A.J.

Human Values and Scientific Living

38. Jacobs, Leland B.

Because Poetry Is Practical

39. Johnson, E.

Patterns to Social Study

40. Joyce, B.

Directions in Elementary School Social Studies

41. Keliher, A.

Directions in Early Childhood Education

42. Kelley, E.C.

A Good Educational Program for Children
Develops Independent and Critical Thinking

43. Kneiter, G.

The Foundations of Aesthetic Education

44. Landy, E.

Pupil Personnel Services

45. Lantos, F.

Free Profession in a Free Society

46. Lewis, A.

The Future of the Elementary School Principal

47. Lesnick. Bob

Urban Teacher's Summer Workshop-2 Syracuse Program

48. Mack, R.

Changes in Class Structure

49. Martin, W.

Born A Man, Why Die A Stranger

50. McIntyre, B.

The Dramatic Aspects of the Elementary Curriculum

51. McNally, H. J.

Directions in Principalship

52. Mesthene, E.

Learning to Live With Science

53. Meade, M.

How People Change

54. Miel, A.

New Patterns of In-Service Education

55. Montagu, A.M.

The Nature of Human Nature Part I

56. Montagu, A.M.

The Nature of Human Nature Part II

57. McKeachie, W.J.

Motives and Learning

58. Proctor, S.

The Negro Contribution to the Fine Arts

59. Rockcastle, V.

Directions in the Elementary School Science

60. Sand, O.

Capitol Conversation

61. Sand, O.

Schools For the 70's

62. Sand, O.

Who Should Make What Decisions

63. Sloan, F.

The Principal as an Innovator

64. Tyler, R.W.

Good Educational Program for Children Develops

65. Watts, G.

Professional Negotiations

66. Webb, J.E.

Education in the Space Age

67. Dreikus, R.

The Underachiever

68. Pharis, W.

Directions In Staff Relationships

69. Hunt, J.

The Stimulation of Early Cognitive Learning

70. Rogers, C.

Toward A Science of the Person

71. Skinner, B.F.

Behaviorism at Fifty

72. Stone, S.C.

How Standardized Testing Differs From Informal Testing

73. Urban Teachers' Summer Workshop-4
Black Teacher Closed Meeting 1968

74. Clarence dKing on Education

Urban Teachers' Summer 1968 Workshop

75. Sister Mary of Perpetual Help A Day of Teaching

Urban Teachers' Summer 1968 Workshop-6

Availability: Available when not in use
Special Comments:

Contact: Ann Bell
Cleveland State University MC 233
687-3767

25. *Title:* HOW YOU CAN BECOME AN EXCITING TEACHER
Producer: G. G. Voith (National School Pr. Association)
Descriptor: Audio Records
Specific Material: 4 records
Running Time: 2 1/2 hours complete
Description: As title implies. By Bernice McCullar, M.A.

Availability: Available when not in use
Special Comments:

Contact: Dr. John Morford
John Carroll University
491-4331

26. *Title:* READING (2 TAPES)
Producer: McGraw-Hill
Descriptor: Audio Tapes
Specific Material: Audio Tape
Running Time: 15 minutes each
Description: Two tapes on reading:
1. Creating an Interest in Reading
2. Reading in the Subject Areas
Availability: Available when not in use
Special Comments:

Contact: Mr. Ronald Oleksiak
John Carroll University
491-4331

27. *Title:* THE CASE OF NAN
Producer: Counselor Recordings, Nashville, Tennessee
Descriptor: Audio Tapes
Specific Material: Tape with workbooks
Running Time: 20 minutes
Description: Taped series of counseling sessions with high school girl. For use with guidance students, etc.
Availability: Available when not in use
Special Comments:

Contact: Dr. Mary Ward
John Carroll University
491-4331

28. *Title:* WOLLENSAK TEACHING TAPE - LANGUAGE (Short Vowel A)
Producer: 3M Company
Descriptor: Audio Tapes
Specific Material: Audio-tape, Reel to Reel, pupil workbooks and teacher's guide.
Running Time: 17 Minutes
Description: To build or reinforce the learner's ability to recognize aurally the sound of short vowel "A" and to increase association of pictures with its word sound.
Availability: Available when not in use
Special Comments:

Contact: Miss Sandy Dolechek
Department of Education
Baldwin-Wallace College
826-2166

29. *Title:* LISTEN: HEAR
Producer: Paul Anudoa Associates
Descriptor: Audio Tapes
Specific Material: Set of 10 reel to reel tapes
Running Time:
Description: Designed to develop listening skills for elementary pupils.
Availability: Available when not in use.
Special Comments:

Contact: Miss Sandy Dolechek
Department of Education
Baldwin-Wallace College
826-2166

1. *Title:* IMAGE IN A MIRROR
Producer: Holt, Rinehart and Winston
Descriptor: Motion Pictures
Specific Material: 16mm, sound, color
Running Time: 9 minutes
Description: An open-end film which examines the problems involved in helping a child who lacks confidence
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

2. *Title:* BROADER CONCEPT OF METHOD. PART 1. DEVELOPING PUPIL INTEREST
Producer: McGraw-Hill Book Company
Descriptor: Motion Pictures
Specific Material: sound, black and white, 16mm
Running Time: 13 minutes
Description: Presents a picture of the teacher-dominated, lesson-hearing type of recitation, and shows typical effects of this method on student attitudes, responses, and learning; and compares formal recitation with the informal, group-discussion type of class sessions in which students are permitted to share in the planning of their work.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

3. *Title:* BROADER CONCEPT OF METHOD, PART 2, TEACHER AND PUPILS PLANNING AND WORKING TOGETHER
Producer: McGraw-Hill Book Company
Descriptor: Motion Pictures
Specific Material: Sound, black and white, 16mm
Running Time: 19 minutes
Description: Shows the activities of students who are learning to work together, to organize themselves into functional groups, to make and carry out plans for investigation, to present ehri findings and recommendations in a report, and to put into practice some of their recommendations. Indicates how the teacher can provide tactful guidance in the solution of difficulties.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

4. *Title:* DRIVING ECONOMICALLY
Producer: General Motors Corp., Photographic Department
Descriptor: Motion Pictures
Specific Material: Sound, black and white, 16mm
Running Time: 17 minutes
Description: Driver education series. Instructions to beginners on economical ways of keeping an automobile in safe driving condition.
Availability: Available when not in use
Special Comments: Planned and produced with the counsel of the National Commission on Safety Education of the National Education Association

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

5. *Title:* EFFECTIVE LEARNING IN ELEMENTARY SCHOOL
Producer: McGraw-Hill Book Company
Descriptor: Motion Pictures
Specific Material: sound, black and white, 16mm
Running Time: 20 minutes
Description: A fifth grade teacher explains how properly motivated unit study projects which are planned and developed by her class contribute to the students' knowledge and improve their skills in working together and sharing information
Availability: Available when not in use
Special Comments: Correlated with the book Planning for teaching by Robert W. Richey

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

6. *Title:* FIRST AND FUNDAMENTAL R
Producer: University of Missouri at Kansas City
Descriptor: Motion Pictures
Specific Material: Sound, color, 16mm
Running Time: 12 minutes
Description: An open-end films which examines the problems involved in teaching reading in inner-city schools
Availability: Available when not in use
Special Comments: Part of critical moments in teaching series

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

7. *Title:* FROM SOCIABLE SIX TO NOISY NINE
Producer: Crawley Films
Descriptor: Motion Pictures
Specific Material: 21 minutes, color, 16 mm sound film
Running Time: 21 minutes
Description: Studies the behavior patterns of children from six to nine years old. Discusses the meaning of various forms of conduct and describes ways in which parents may guide and govern their children through a challenging, often trying phase of development. Presents a family with three children to show how the parents cope with situations that often baffle adults concerned with child training. Suggests that parents accepts the six-to-nine year-olds as they are, as children with minds of their own, and as individuals in their own right; not as inferior adults.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

8. *Title:* LEARNING AND BEHAVIOR (THE TEACHING MACHINE)
Producer: Carousel Films
Descriptor: Motion Pictures
Specific Materials: sound, black and white, 16mm
Running Time: 29 minutes
Description: Describes how learning and conditioning can be measured and analyzed in the laboratory. Shows that all learning depends upon reward as a means of reinforcing a learned response, and that without this factor there is no learning. Discusses the relationship between work done by Drs. B.F. Skinner and R.J. Herrnstein and that of the Russian psychologist Dr. Pavlov.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

9. *Title:* LEARNING DISCRIMINATIONS AND SKILLS
Producer: McGraw-Hill Book Company
Descriptor: Motion Pictures
Specific Materials: sound, black and white, 16mm
Running Time: 10 minutes
Description: Presents laboratory tests in which pigeons are taught to discriminate between stimuli and are trained to develop specific skills. Shows that the basic principles of stimulus discrimination and response differentiation are generally the same in any organism.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

10. *Title:* LEARNING TO UNDERSTAND CHILDREN. PART 1; A DIAGNOSTIC APPROACH
Producer: McGraw-Hill Book Company
Descriptor: Motion Pictures
Specific Materials: sound, black and white, 16mm
Running Time: 21 minutes
Description: A case study of a maladjusted girls of 15, with a presentation of the diagnostic techniques employed by her teacher--observation of the child's behavior, study of her previous records, personal interview, home visits, and formulation of an hypothesis for remedial measures.
Availability: Available when not in use
Special Comments: Supplementary filmstrip of the same title also available. Based on the book Student Teaching, by Raleigh Schorling.

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

11. *Title:* LEARNING TO UNDERSTAND CHILDREN. PART 2, A REMEDIAL PROGRAM
Producer: McGraw-Hill Book Company
Descriptor: Motion Pictures
Specific Material: sound, black and white, 16mm
Running Time: 23 minutes
Description: How a maladjusted student's interest in art is used to develop her self-confidence and interest in her school work and to win recognition and acceptance by her schoolmates. Illustrated techniques of remedial procedures for many types of maladjustments.
Availability: Available when not in use
Special Comments: Supplementary filmstrip of the same title also available. Based on the book Student Teaching by Raleigh Schorling.

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

12. *Title:* MAINTAINING CLASSROOM DISCIPLINE
Producer: McGraw-Hill Book Company
Descriptor: Motion Pictures
Specific Material: Sound, black and white, 16mm
Running Time: 14 minutes
Description: By contrasting methods of handling the same class, explores techniques for securing class discipline and stimulating the interest of students. Presents basic principles of method which help toward productivity and mutually satisfactory class control.
Availability: Available when not in use
Special Comments: Supplementary filmstrip of same title also available Based on the book Student Teaching by Raleigh Schorling

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

13. *Title:* PLANNING FOR PERSONAL AND PROFESSIONAL GROWTH
Producer: McGraw-Hill Book Company
Descriptor: Motion Pictures
Specific Material: sound, black and white, 16mm
Running Time: 19 minutes
Description: Dramatized case studies of the personalities and careers of four typical teachers are used to show how a teacher can avoid failure and frustration, and how he can make his teaching experience rewarding by planning for his own personal and professional growth.
Availability: Available when not in use
Special Comments: Correlated with the book, Planning for Teaching by Robert Richey.

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

14. *Title:* PRACTICE MAKES PERFECT DRIVERS
Producer: General Motors Corporation
Descriptor: Motion Pictures
Specific Material: sound, black and white, 16mm
Running Time: 11 minutes
Description: Explains to new drivers the rudiments of good driving.
Availability: Available when not in use
Special Comments: Planned and produced with the counsel of the National Commission on Safety Education of the National Education Association.

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

15. *Title:* REINFORCEMENT THERAPY
Producer: Smith, Kline and French Laboratories
Descriptor: Motion Pictures
Specific Material: sound, black and white, 16mm
Running Time: 45 minutes
Description: Presents three experimental programs that apply learning theory or operant conditioning to the treatment of severely disturbed autistic children, to the training of retarded children, and to the treatment of chronic schizophrenic adult persons.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

16. *Title:* TV LESSONS IN MATH
Producer:
Descriptor: Motion Pictures
Specific Material:
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

17. *Title:* TERRIBLE TWOS AND TRUSTING THREES
Producer: Crawley Films
Descriptor: Motion Pictures
Specific Material: sound, color, 16mm
Running Time: 20 minutes
Description: Examines the growing years between two and four. Depicts pushing, pulling, crawling, climbing, and other never-ceasing seemingly aimless activities of the 2-year-old. Shows how the orbit of the 3-year-old expands to a point where he becomes interested in the activities of those around him and is even willing to share briefly his toys.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

18. *Title:* WITH THE GRAIN
Producer: Educational Television Station WVIZ in Cleveland
Descriptor: Motion Pictures
Specific Material: 16mm
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

19. *Title:* YOUR EARS
Producer: Young America Films
Descriptor: Motion Pictures
Specific Material: sound, black and white, 16mm
Running Time: 10 minutes

Description: Explains and illustrates the structure and function of the ear and its component parts. Shows through animation, how sound waves are received and transmitted to the brain by the ear. Stresses the effects of colds upon the human ear. For elementary grades and high school.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

20. *Title:* YOUR EYES
Producer: Young America Films
Descriptor: Motion Pictures
Specific Material: sound, black and white, 16mm
Running Time: 10 minutes
Description: Live action and animation are used to illustrate the structure and function of the eye and its component parts; diagrams are used to explain certain of the causes and corrections of near-sightedness and far-sightedness. For elementary and high school.
Availability: Available when not in use
Special Comments: With teacher's guide.

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

21. *Title:* YOUR PERMIT TO DRIVE
Producer: General Motors Corporation
Descriptor: Motion Pictures
Specific Material: sound, black and white, 16mm
Running Time: 10 minutes
Description: Discusses the mental attitude of automobile drivers. Points out that a driving permit is a privilege which carries the responsibility for respecting the rights of others.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

22. *Title:* FROM TEN TO TWELVE
Producer: Crawley Films
Descriptor: Motion Pictures
Specific Material: sound, color film, 16mm
Running Time: 26 minutes
Description: Discusses how the emotional and physical development of children from ten to twelve years manifests itself in their behavior,

their attitudes toward their parents, their teachers, and each other. Shows the children of one family in various situations in the home, at school, and in group play, and explains that much of their conflicting behavior is actually a normal part of their growing process.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

23. *Title:* WITH THE GRAIN
Producer: Cleveland Commission on Higher Education-WVIZ
Descriptor: Motion Pictures
Specific Material: 16mm sound movie, color
Running Time: 28 minutes
Description: For use in orienting cooperating teachers. Uses case study approach
Availability: Available when not in use
Special Comments:

Contact: Dr. F. T. Huck
John Carroll University
491-4331

24. *Title:* THE CONFERENCE
Producer: Ohio State University
Descriptor: Motion Pictures
Specific Material: 16mm sound film
Running Time: 12 minutes
Description: Open ended case study of a conference among a principal, teacher, and department chairman.
Availability: Available when not in use
Special Comments:

Contact: Dr. Alex Felduebel
John Carroll University
491-4331

25. *Title:* THE OAKLEAF PROJECT
Producer:
Descriptor: Motion Pictures
Specific Material: 16mm, black and white, sound film
Running Time: 25 minutes
Description: Actual school using IPI at elementary level. Elementary level.
Availability: Not generally available for loan.
Special Comments: Well done film

Contact: Dr. John Morford
John Carroll University
491-4331

26. *Title:* RAILWAY LABOR EXECUTIVE BOARD
Producer: Sterling Movies
Descriptor: Motion Pictures
Specific Material: Motion picture 16mm sound film
Running Time: 30 minutes
Description: Shows a panel consisting of Senator Morse, George Meany and labor railway officials documenting labor's point of view on a significant national issue.
Availability: Available when not in use
Special Comments:

Contact: Instructional Media Library
Mather Hall - Case Western Reserve University
368-2229

1. *Title:* APPROPRIATE PRACTICE
   Producer: Vimcet Associates
   Descriptor: Multimedia
   Specific Material: Reel-to-reel tape and filmstrip
   Running Time:
   Description:
   Availability: Available when not in use
   Special Comments:

   Contact: Mary Jo Magner, Librarian
   St. John College Library
   771-2388, Ext. 239

2. *Title:* DEFINING CONTENT FOR OBJECTIVES
   Producer: Vimcet Associates
   Descriptor: Multimedia
   Specific Material: Reel-to-reel
   Running Time:
   Description:
   Availability: Available when not in use
   Special Comments:

   Contact: Mary Jo Magner, Librarian
   St. John College Library
   771-2388, Ext. 239

3. *Title:* EDUCATIONAL OBJECTIVES
   Producer: Vimcet Associates
   Descriptor: Multimedia
   Specific Material:
   Running Time:
   Description:
   Availability: Available when not in use
   Special Comments:

   Contact: Mary Jo Magner, Librarian
   St. John College Library
   771-2388, Ext. 239

4. *Title:* EVALUATION
   Producer: Vimcet Associates
   Descriptor: Multimedia
   Specific Material: Reel-to-reel
   Running Time:
   Description:
   Availability: Available when not in use

Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

5. *Title:* ESTABLISHING PERFORMANCE STANDARDS
Producer: Vimcet Associates
Descriptor: Multimedia
Specific Material: Reel-to-reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

6. *Title:* IDENTIFYING AFFECTIVE OBJECTIVES
Producer: Vimcet Associates
Descriptor: Multimedia
Specific Material: Reel-to-reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

7. *Title:* KNOWLEDGE OF RESULTS
Producer: Vimcet Associates
Descriptor: Multimedia
Specific Material: Reel-to-reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

8. *Title:* SELECTING APPROPRIATE EDUCATIONAL OBJECTIVES
Producer: Vimcet Associates
Descriptor: Multimedia
Specific Material: Reel-to-reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

9. *Title:* SYSTEMATIC INSTRUCTIONAL DECISION-MAKING
Producer: Vimcet Associates
Descriptor: Multimedia
Specific Material: Reel-to-reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John Library
771-2388, Ext. 239

10. *Title:* FOCUS; MASTER TEACHER AT WORK
Producer: Cleveland Commission on Higher Education
Descriptor: Multimedia
Specific Material: Reel-to-reel
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

11. *Title:* SEX EDUCATION, USA
Producer: Guidance Association
Descriptor: Multimedia
Specific Material: 2 records (or cassettes) and 2 filmstrips
Running Time: 40 minutes
Description: PR oriented on title topic
Availability: Available when not in use
Special Comments:

Contact: Dr. John Morford
John Carroll University
491-4331

12. *Title:* THE CLASSROOM REVOLUTION
Producer: Guidance Association
Descriptor: Multimedia
Specific Material: 2 records and filmstrips (audio tape too)
Running Time: 30 minutes each
Description: Describes new developments in schools. PR oriented.
Availability: Available when not in use
Special Comments:

Contact: Dr. John Morford
John Carroll University
491-4331

13. *Title:* TEACHING ENGLISH
Producer: Bailey Films
Descriptor: Multimedia
Specific Material: Record and filmstrip
Running Time: 20 minutes
Description: As title implies
Availability: Available when not in use
Special Comments:

Contact: Dr. John Morford
John Carroll University
491-4331

14. *Title:* GUIDANCE FOR ALL
Producer: Division of Guidance - State of Ohio
Descriptor: Multimedia
Specific Material: Record and filmstrip
Running Time: 20 minutes
Description: As title implies
Availability: Readily available for loan (2 sets)
Special Comments:

Contact: Dr. Lee Hoover
John Carroll University
491-4331

15. *Title:* STUDENT TEACHING AND TEACHER ORIENTATION
Producer: Bailey Films
Descriptor: Multimedia
Specific Material: 3 records and filmstrips
Running Time: See below
Description: 3 records and filmstrips:

1. The Student Teaching Experience
   Part I - 10 1/2 minutes
2. Part II - 8 1/2 minutes
3. Beginning Teacher Orientation - 5 1/2 minutes

Availability: Available when not in use
Special Comments:

Contact: Dr. F. T. Huck
John Carroll University
491-4331

16. *Title:* AS THEY GROW: ELEMENTARY GUIDANCE
Producer: Guidance Association (For State Board - Ohio)
Descriptor: Multimedia
Specific Material: 2 filmstrips and 2 records
Running Time: 30 minutes
Description: Shows role of elementary counseling
Availability: Readily available for loan (we have 2 sets)
Special Comments:

Contact: Dr. Lee Hoover
John Carroll University
491-4331

17. *Title:* TESTING: ITS PLACE IN EDUCATION TODAY
Producer: Guidance Association
Descriptor: Multimedia
Specific Material: Filmstrip and record set (2 each)
Running Time: 30-40 minutes
Description: 2 records with filmstrips
Availability: Available when not in use
Special Comments:

Contact: Dr. John Morford
John Carroll University
491-4331

18. *Title:* THEY HAVE OVERCOME
Producer: Warren Schloat Product
Descriptor: Multimedia
Specific Material: 33 1/3 record and filmstrips (5)
Running Time: 30 minutes each
Description: Successful Negroes tell their own story on film and sound. 5 filmstrips and records.
Availability: Available when not in use
Special Comments:

Contact: Mr. Ronald Oleksiak
John Carroll University
491-4331

19. *Title:* MASTER TEACHER AT WORK
Producer: Cleveland Commission on Higher Education
Descriptor: Multimedia
Specific Material: 1 filmstrip - 2 audio tapes (on 1 reel)
Running Time: 18 minutes
Description: Designed to orient cooperating teachers and student teachers. Use same filmstrip for both but relevant tape for audience.
Availability: Available when not in use
Special Comments:

Contact: Dr. F. T. Huck
John Carroll University
491-4331

20. *Title:* JANUS JR. HIGH SCHOOL PRINCIPALSHIP SIMULATION
Producer: University Council for Education Administration
Descriptor: Multimedia
Specific Material: Movies, tapes, filmstrips, in-box materials, etc.
Running Time: 25 hours total
Description: A comprehensive simulation packet on urban junior high administration.
Availability: Not at all available for loan*
Available when not in use*
Special Comments: *Certain parts of the unit can be borrowed but expendables can not.

Contact: Dr. Alex Felduebel
John Carroll University
491-4331

21. *Title:* IMPROVING THE INSTRUCTION OF THE CULTURALLY DIFFERENT LEARNER
Producer: NEA
Descriptor: Multimedia
Specific Material: 16mm sound film, filmstrips, tapes, etc.
Running Time: 9 1/2 hours complete
Description: Complete unit on topic. New. Emphasizes black and Chicago students.
Availability: Available when not in use
Special Comments:

Contact: Dr. William Hoffman
John Carroll University
491-4331

22. *Title:* GUIDANCE IS FOR ALL
Producer: Division of Guidance and Testing Dept. of Ed.-State of Ohio
Descriptor: Multimedia
Specific Material: Record and filmstrip
Running Time:
Description: "Interprets the necessity for, and the important role of the school counselor in meeting the needs of all students in todays schools."
Availability: Available when not in use
Special Comments:

Contact: Ann Bell
Cleveland State University MC 233
687-3767

23. *Title:* 14 FILMSTRIPS AND TAPES (SEE BELOW)
Producer: Vimcet Associates
Descriptor: Multimedia
Specific Material: Filmstrips and tapes
Running Time: 1/2 hour each
Description: EDUCATIONAL OBJECTIVES - Developing precisely stated instructional goals.
SYSTEMATIC INSTRUCTIONAL DECISION MAKING - An empitically based instructional model.
SELECTING APPROPRIATE EDUCATION OBJECTIVES - Modified versions of the Taxonomics of Educational Objectives.
ESTABLISHING PERFORMANCE STANDARDS - Determining levels of learner proficiency.
APPROPRIATE PRACTICE - Schemes for providing the learner with relevant practice.
PERCEIVED PURPOSE - Establishing an "instructional set" for learners.
EVALUATION - Judging the quality of instruction.
A CURRICULUM RATIONALE - An examination of Ralph Tyler's curriculum model.
DEFINING CONTENT FOR OBJECTIVES - Objectives which posses broad content generality rather than test item equivalence.
IDENTIFYING AFFECTIVE OBJECTIVES - Generating measurable instructional objectives in the affective domain.
ANALYZING LEARNING OUTCOMES - An introduction to task analysis procedures.
KNOWLEDGE OF RESULTS - Providing the learner with feedback regarding his instructional responses.
TEACHING UNITS AND LESSON PLANS - Recommended elements of the two most popular forms of instructional plans.
DISCIPLINE IN THE CLASSROOM - Applying operant methods to problems of classroom control.

24. *Title:* FAMILIES AT WORK BY L. SENESH
Producer: Science Research Associates
Descriptor: Multimedia
Specific Material: Set of reel to reel tapes (also 33 1/3 record), filmstrips, teacher's guide and pupil activity book.
Running Time: Lessons of 15 minutes each
Description: Developed at Purdue to give children in primary grades an introduction to the fundamental principles underlying the functioning of our social world.
Availability: Available when not in use
Special Comments:

Contact: Miss Sandy Dolechek
Department of Education
Baldwin-Wallace College
826-2166

25. *Title:* JUNIOR READING FOR UNDERSTANDING
Producer: Science Research Associates
Descriptor: Multimedia
Specific Material: Reading kit
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Miss Sandy Dolechek
Department of Education
Baldwin-Wallace College
826-2166

26. *Title:* EYE-HAND COORDINATION EXERCISES
Producer: Teaching Systems and Resources Corporation
Descriptor: Multimedia
Specific Material: Wooden apparatus - plaque, bats, balls, etc.
Running Time:
Description: Designed for nursery school, kindergarten and primary levels.
Availability: Available when not in use
Special Comments:

Contact: Miss Sandy Dolechek
Department of Education
Baldwin-Wallace College
826-2166

27. *Title:* ORGANIZING AND REPORTING SKILLS OR-II
Producer: Science Research Associates
Descriptor: Multimedia
Specific Material: Learning kit
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Miss Sandy Dolechek
Department of Education
Baldwin-Wallace College
826-2166

28. *Title:* READING LABORATORY (ELEMENTARY EDITION)
Producer: Science Research Associates
Descriptor: Multimedia
Specific Material: Learning kit
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Miss Sandy Dolechek
Department of Education
Baldwin-Wallace College
826-2166

29. *Title:* PEABODY LANGUAGE DEVELOPMENT KIT #3
Producer: American Guidance Service
Descriptor: Multimedia
Specific Material: Learning kit
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Miss Sandy Dolechek
Department of Education
Baldwin-Wallace College
826-2166

30. *Title:* GRAPH AND PICTURE STUDY SKILLS - GROUP 2
Producer: SRA
Descriptor: Multimedia
Specific Material: Charts, diagrams and tables
Running Time:
Description: Multi-media kit
Availability: Available when not in use
Special Comments:

Contact: Instructional Media Library
Mather Hall - Case Western Reserve University
368-2229

31. *Title:* READING LABORATORIES - 1B, 2B, 3A
Producer: SRA
Descriptor: Multimedia
Specific Material:
Running Time:
Description: Multi-media kit. Kits to develop reading skills
Availability: Available when not in use
Special Comments:

Contact: Instructional Media Library
Mather Hall - Case Western Reserve University
368-2229

32. *Title:* STUDY SKILLS LIBRARY
Producer: Educational Development Laboratories
Descriptor: Multimedia
Specific Material: Multi-media kit
Running Time:
Description: Kits FFF GGG HHH III - Print exercises, description. A set of materials used to develop competency in study skills.
Availability: Available when not in use
Special Comments:

Contact: Instructional Media Library
Mather Hall - Case Western Reserve University
368-2229

33. *Title:* SPEACH TO PRINT PHONICS - A PHONICS FOUNDATION FOR READING
Producer: Harcourt, Brace and World - Written by Donald Durrell & Helen Murphy
Descriptor: Multimedia
Specific Material:
Running Time:
Description: Multi-media kit. A self contained package including teacher's manual, 233 applied phonics practice cards, 34 sets pupil response cards. The set is used to teach linquistic principles with techniques of high efficiency and learning to increase both quality and amount of learning in each class.
Availability: Available when not in use
Special Comments:

Contact: Instructional Media Library
Mather Hall - Case Western Reserve University
368-2229

34. *Title:* EDUCATIONAL OBJECTIVES
Producer: Vincet Associates
Descriptor: Multimedia
Specific Material: Audio tape/filmstrips
Running Time:
Description:

EDUCATIONAL OBJECTIVES. This program assists one in developing precisely stated instructional goals. At its conclusion viewers are able (1) to distinguish between behaviorally and non-behaviorally stated instructional objectives and (2) convert non-behavioral objectives to a form specifying student post-instruction behavior.

SYSTEMATIC INSTRUCTIONAL DECISION-MAKING. A general instructional model is described which can be used by teachers in deciding (1) which instructional activities to include in a teaching sequence and (2) whether the instructional sequence was effective. Differences between the "teacher-artist" and "teacher-technician" conception of instruction are examined.

SELECTING APPROPRIATE EDUCATIONAL OBJECTIVES. What objectives should a teacher attempt to achieve? This program provides several tools with which to answer this question. Demonstrating that more specificity of instructional goals does not insure worthwhile goals, the program develops the viewer's skills in using modified versions of the Taxonomies of Educational Objectives.

ESTABLISHING PERFORMANCE STANDARDS. This program describes concrete ways of judging the adequacy of student accomplishment. Both qualitative and quantitative techniques for assessing learner competence are illustrated, including intellectual, attitudinal, and psychomotor behavior changes. The viewer is taught (1) to distinguish between performance standards used to differentiate achievement of students and those which aid the teacher in judging his own performance and (2) to construct performance standards for objectives in a number of subject fields.

APPROPRIATE PRACTICE. One of the most important principles which can be used in selecting effective instructional sequences is to "give the learner opportunities to practice the behavior implied by the instructional objective." This program examines two forms of appropriate practice, namely, equivalent and analogous practice, and contrasts these with pre-requisite tasks and irrelevant behavior. The viewer learns to identify each of these and to generate his own appropriate practice activities.

PERCEIVED PURPOSE. This program deals with motivation or, more precisely, the necessity of having learners perceive the worth of what they are studying. Four different methods of promoting a suitable "learning set" are treated, i.e., by deduction, induction, exhortation, and extrinsic rewards. The viewer learns (1) to identify these four procedures for promoting perceived purpose and (2) to develop instructional activities incorporating each procedure. An effective "surprise" ending which concludes the program dramatizes the importance of this principle.

EVALUATION. This program treats a topic of great interest to all involved in instruction, discussing a rigorous system for assessment of teaching. Test construction, item sampling, and interpretation of student performance data are given attention and the critical role of pre-assessment of learner competency is emphasized. The viewer learns to select and test items appropriate to given objectives, to design both formal and informal pre-assessment procedures, and to make appropriate inferences regarding instruction based on data obtained from his students.

A CURRICULUM RATIONALE. Emphasizing the importance of selecting defensible objectives, this program describes the essentials of Ralph Tyler's approach to curriculum building. The viewer is given practice in employing the major components of the Tyler model.

DEFINING CONTENT FOR OBJECTIVES. In this program the application of behavioral objectives is made feasible in an ordinary classroom situation. Teachers are taught that operational objectives should specify content that is generalizable beyond a single test item. The viewer learns to identify objectives which do and do not exemplify content generality and to write objectives which do.

IDENTIFYING AFFECTIVE OBJECTIVES. Perhaps the most difficult task of those who must formulate objectives is the generation of non-cognitive, that is, affective objectives. This program provides a four step strategy for designing affective objectives and gives the viewer practice in using the strategy.

ANALYZING LEARNING OUTCOMES. In this program techniques of task analysis are applied to learning objectives. Practice is provided so that an operational objective can be analyzed into sub-tasks, designated as either entry or en route skills. Use of a particular strategy is advocated in which instruction is approached in terms of learners' response rather than teacher presentations.

KNOWLEDGE OF RESULTS. This program stresses the importance of allowing the learner to judge the adequacy of all important responses made during an instructional sequence. The viewer is given practice in discriminating between hypothetical situations in which an instructor does or does not provide knowledge of results.

TEACHING UNITS AND LESSON PLANS. This program describes recommended elements for the two most popular forms of instructional plans, that is, the teaching unit and the lesson plan. The viewer is given practice in identifying procedures which are appropriate for lesson plans, teaching units, both, or neither.

DISCIPLINE IN THE CLASSROOM. This program describes a translation of operant methods to problems of classroom control. The viewer learns to describe the basic rules of contingency management, to identify instances when operant methods are being used, and to write solutions to common classroom behavior problems according to a reinforcement paradigm.

MODERN MEASUREMENT METHODS. Two recent conceptions in educational measurement are examined in this program, namely, item sampling and criterion-referenced measurement. Their implications for diverse evaluation situations are explored. The viewer is given practice in deciding when to use these approaches.

UTILIZATION GUIDE (printed). A new addition to the Vimcet series is a printed utilization guide which offers suggestions to users regarding the manner in which certain programs can be coordinated. For example, possible sequences of programs are described for pre- and in-service teacher education courses, supervisory institutes, instructor training sessions. Follow-up activities are described along with an extensive set of relevant readings. Two positions papers are included for use in discussion sessions correlated with the programs.

Availability: Available when not in use
Special Comments:

Contact: Miss Sandy Dolechek
Department of Education
Baldwin-Wallace College
826-2166

35. *Title:* EDUCATIONAL OBJECTIVES
Producer: Vimcet Associates
Descriptor: Multimedia
Specific Material: Filmstrips-audiotape
Running Time:
Description: Popham's approach to behavioral objectives. See below:

EDUCATION OBJECTIVES
SELECTING APPROPRIATE EDUCATIONAL OBJECTIVES
ESTABLISHING PERFORMANCE STANDARDS
APPROPRIATE PRACTICE
PERCEIVED PURPOSE
EVALUATION
CURRICULUM RATIONALE
DEFINING CONTENT FOR OBJECTIVES
IDENTIFYING AFFECTIVE OBJECTIVES
KNOWLEDGE OF RESULTS
DISCIPLINE IN THE CLASSROOM
INSTRUCTIONAL SUPERVISION
EXPERIMENTAL DESIGN FOR SCHOOL RESEARCH

Availability: Available when not in use
Special Comments:

Contact: Ann Bell
Cleveland State University MC 233
687-3767

1. *Title:* THE GROWTH OF AMERICAN EDUCATION
Producer: Yale University Press Films Service
Descriptor: Slides and filmstrips
Specific Material: 40 frames, black and white, 35mm
Running Time:
Description: Captioned photographs and drawings are used in describing the growth of American education from the colonial dame schools and on-room schoolhouses to the well-equipped schools of today. Explains the contributions made by Horace Mann, Henry Barnard, Booker T. Washington, and other leaders of American education; describes the establishment of private and state colleges and universities and the growth of adult education and extension courses; and emphasizes that the educational system is a basic strength of the United States.
Availability: Available when not in use
Special Comments: Correlated with the pageant of America, edited by R.H. Gabriel

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

2. *Title:* HOW PUPILS AND TEACHERS PLAN TOGETHER
Producer:
Descriptor: Slides and filmstrips
Specific Material:
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

3. *Title:* FOCUS ON THE INDIVIDUAL; A LEADERSHIP RESPONSIBILITY
Producer: National Association of Secondary School Principals
Descriptor: Slides and filmstrips
Specific Material: color filmstrip with sound, recorded narration, complete script
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

4. *Title:* TRAINING THE MENTALLY RETARDED CHILD AT HOME
Producer: National Film Board of Canada
Descriptor: Slides and filmstrips
Specific Material: 43 frames, color, 35mm, sound with record
Running Time:
Description: Presents practical advice for parents of retarded children who are staying in their homes.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

5. *Title:* VISUAL GRADING
Producer:
Descriptor: Slides and filmstrips
Specific Material:
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

6. *Title:* GUIDANCE IS FOR ALL
Producer: Ohio Department of Education. Division of Guidance and Testing
Descriptor: Slides and filmstrips
Specific Material:
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

7. *Title:* HOW TO KEEP YOUR BULLETIN BOARD ALIVE
Producer: Ohio State University Teaching Aids Laboratory
Descriptor: Slides and filmstrips
Specific Material: 32 frames, color, 35mm
Running Time:
Description: Lists faults of most bulletin boards and suggests some general rules about captions, illustrations and text materials which help to prepare a bulletin board.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

8. *Title:* A SAFE DAY IN AN ELEMENTARY SCHOOL
Producer:
Descriptor: Slides and filmstrips
Specific Material:
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

9. *Title:* YOU AND YOUR MENTAL ABILITIES
Producer:
Descriptor: Slides and filmstrips
Specific Material:
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

10. *Title:* ENRICHING THE CURRICULUM WITH FILMSTRIPS
Producer: Society for Visual Education
Descriptor: Slides and filmstrips
Specific Material: 58 frames, black and white, 35mm
Running Time:
Description: Shows how filmstrips can be used in the school curriculum, and points out factors to be considered in evaluating filmstrips.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

11. *Title:* TEACHING WITH THE FILMSTRIP
Producer: Society for Visual Education

Descriptor: Slides and filmstrips
Specific Material: 59 frames, black and white, 35mm
Running Time:
Description: Shows a lesson in which a filmstrip is used. Includes the purpose of the lesson, selection of materials, the lesson plan, the presentation, follow-up activities, and testing procedures.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

12. *Title:* MAKING FIELD TRIPS EFFECTIVE
Producer: Wayne State University
Descriptor: Slides and filmstrips
Specific Material: 46 frames, black and white, 35mm
Running Time:
Description: Presents effective techniques for planning field trips and shows their values and purposes.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

13. *Title:* MAKING YOUR CHALK TEACH
Producer: Wayne State University
Descriptor: Slides and filmstrips
Specific Material: 57 frames, black and white, 35mm
Running Time:
Description: Shows the evolution of and uses for the blackboard. Suggests plans for effective chalkboard presentation.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

14. *Title:* BULLETIN BOARDS AT WORK
Producer: Wayne State University
Descriptor: Slides and filmstrips
Specific Material: 42 frames, black and white, 35mm
Running Time:

Description: Outlines the use of the bulletin board as a teaching aid. Presents rules for planning a good layout of different types of bulletin boards.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

15. *Title:* YOUR EDUCATIONAL PHILOSOPHY, DOES IT MATTER
Producer:
Descriptor: Slides and filmstrips
Specific Material:
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

16. *Title:* SANDY GOT STUCK
Producer: Aljac Productions
Descriptor: Slides and filmstrips
Specific Material: 49 frames, black and white, 35mm with record
Running Time:
Description: Sandy finds that he makes extra work for himself by not thinking before acting and learns that careful thought prevents many mistakes. For middle grades.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

17. *Title:* JULIA WAS LOST
Producer: Aljac Productions
Descriptor: Slides and filmstrips
Specific Material: 54 frames, black and white, 35mm with record
Running Time:
Description: Julia finds it difficult to follow directions and takes steps to improve her working habits. For middle grades.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

18. *Title:* ELEMENTARY GUIDANCE
Producer: Bailey films
Descriptor: Slides and filmstrips
Specific Material: 85 frames, color, 35mm with record
Running Time:
Description: Emphasizes well set-up classrooms and the proper use of comulative records to help guide primary grade children through their learning experiences.
Availability:
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

19. *Title:* DETERMINING STUDENT GRADES
Producer: Bel-Mort Films
Descriptor: Slides and filmstrips
Specific Material: 43 frames, color, 35mm
Running Time:
Description: Uses drawings to analyze student competitive grading, grading a student against his ability to learn and attempts to combine the first two approaches.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

20. *Title:* PLANNING A UNIT
Producer: Bel-Mort Films
Descriptor: Slides and filmstrips
Specific Material: 44 frames, color, 35mm
Running Time:
Description: Portrays the development of a unit plan in terms of broad objectives, specific objectives, methods, materials and means of evaluation.
Availability:
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

21. *Title:* PICTURES & WORDS, PART 2; WORDS IN LEARNING AND TEACHING
Producer: Bel-Mort Films
Descriptor: Slides and filmstrips
Specific Material: 50 frames, color, 35mm

Running Time:
Description: Analyzes the use of language in teaching, and discusses the importance of developing a knowledge of word meanings through selected quotations from various writers.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

22. *Title:* PICTURES AND WORDS, PART 1, PICTURES IN LEARNING AND TEACHING
Producer: Bel-Mort Films
Descriptor: Slides and filmstrips
Specific Material: 50 frames, color, 35mm
Running Time:
Description: Demonstrates the value of graphic illustrations in teaching.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

23. *Title:* METHODS OF TEACHING, PARTS 1, 2, 3
Producer: Bel-Mort Films
Descriptor: Slides and filmstrips
Specific Material:
Running Time:
Description: Part 1 - Points out the basic theory behind teaching methods.
Part 2 - Depicts various methods of teaching.
Part 3 - Presents various observations concerning the role of method in teaching.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

24. *Title:* THE MEASUREMENT OF LEARNING
Producer: Bel-Mort Films
Descriptor: Slides and filmstrips
Specific Material:
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

25. *Title:* THE LOGICAL DIMENSION IN TEACHING
Producer: Bel-Mort Films
Descriptor: Slides and filmstrips
Specific Material: 49 frames, color, 35mm
Running Time:
Description: Outlines the meaning of the logical dimension in teaching. Presents classroom examples of twelve different types of logical operations.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

26. *Title:* GROUPING STUDENTS FOR EFFECTIVE LEARNING
Producer: Bel-Mort Films
Descriptor: Slides and filmstrips
Specific Material: 44 frames, color, 35mm
Running Time:
Description: Uses drawings to analyze grouping students on the basis of age, ability grouping and flexible grouping. From the Professional Education series.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

27. *Title:* THE HISTORY OF DISCIPLINE
Producer: Educational Filmstrips
Descriptor: Slides and filmstrips
Specific Material: 42 frames, color, 35mm
Running Time:
Description: Traces the history of discipline in the school, explains how excessive discipline led to reform and eventually to extremes of laxity.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

28. *Title:* MAKING YOUR OWN TESTS
Producer: Educational Testing Service
Descriptor: Slides and filmstrips
Specific Material:
Running Time:

Description: Gives suggestions for making a test. Includes listing important test items, assembling the test, determining the difficulty of test items and the speed with which the test can be completed.
Availability: Available when not in use
Special Comments: Series of three filmstrips - Analyzing the test, Constructing the test, and Planning the test.

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

29. *Title:* EQUAL RIGHTS FOR CHILDREN
Producer:
Descriptor: Slides and filmstrips
Specific Material:
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

30. *Title:* HOW TO GET THE MOST OUT OF A FILMSTRIP
Producer: Eye Gate House
Descriptor: Slides and filmstrips
Specific Material: 52 frames, color, 35mm and records
Running Time:
Description: Photographs and drawings are used to show the practical and educational advantages of a filmstrip, how to present a filmstrip, and how children respond.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

31. *Title:* GRADING STUDENT ACHIEVEMENT
Producer:
Descriptor: Slides and filmstrips
Specific Material:
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

32. *Title:* GETTING DOWN TO WORK
Producer: Jam Handy Organization
Descriptor: Slides and filmstrips
Specific Material: 35 frames, black and white, 35mm
Running Time:
Description: Uses cartoons with a touch of humor to present absic study skills.
Availability: Available when not in use
Special Comment:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

33. *Title:* DESIGNING EXAMINATIONS, PART 1
Producer: Jam Handy Organization
Descriptor: Slides and filmstrips
Specific Material: 58 frames, black and white, 35mm
Running Time:
Description: Presents basic attributes and qualifications for a good teacher and illustrates fundamental techniques and methods.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

34. *Title:* DESIGNING EXAMINATIONS, PART 2
Producer: Jam Handy Organization
Descriptor: Slides and filmstrips
Specific Material: 59 frames, black and white, 35mm
Running Time:
Description: Presents basic attributes and qualifications for a good teacher and illustrates fundamental techniques and methods.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

35. *Title:* WRITING A RESEARCH PAPER
Producer: Jam Handy Organization
Descriptor: Slides and filmstrips
Specific Material: 33 frames, black and white, 35mm
Running Time:
Description: Uses cartoons with a touch of humor to present study skills
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

36. *Title:* USING A TEXTBOOK
Producer: Jam Handy Organization
Descriptor: Slides and filmstrips
Specific Material: 27 frames, black and white, 35mm
Running Time:
Description: Uses cartoons with a touch of humor to present study skills
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

37. *Title:* TAKING NOTES IN CLASS
Producer: Jam Handy Organization
Descriptor: Slides and filmstrips
Specific Material: 30 frames, black and white, 35mm
Running Time:
Description: Uses cartoons with a touch of humor to present study skills
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

38. *Title:* BETTER STUDY HABITS - READING
Producer: McGraw-Hill Book Company
Descriptor: Slides and filmstrips
Specific Material:
Running Time:
Description: Illustrates certain important study and learning skills. Presents study as the shortest and most direct route to acquiring knowledge.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

39. *Title:* BROADER CONCEPT OF METHOD. PART 1, DEVELOPING PUPIL INTEREST
Producer: McGraw-Hill Book Company
Descriptor: Slides and filmstrips
Specific Material: 33 frames, black and white, 35mm
Running Time:
Description: Presents a picture of the teacher-cominated lesson-hearing type of recitation, and shows typical effects of this method on student attitudes, responses, and learning; and compares formal recitation with the informal group-discussion type of class sessions in which students are permitted to share in the planning of their work.
Availability: Available when not in use
Special Comments: Supplements motion picture of the same title. Based on the book Student Teaching, by Raleigh Schorling

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

40. *Title:* EDDIE WASN'T THERE
Producer: McGraw-Hill Book Company
Descriptor: Slides and filmstrips
Specific Material: 53 frames, black and white, 35mm, with synchronized record
Running Time:
Description: Eddie takes steps to improve when he finds that his lack of concentration causes him to make mistakes at school and at play. For middle grades.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

41. *Title:* LEARNING TO UNDERSTAND CHILDREN. PART 1, A DIAGNOSTIC APPROACH
Producer: McGraw-Hill Book Company
Descriptor: Slides and filmstrips
Specific Material: 37 frames, black and white, 35mm
Running Time:
Description: A case study of a maladjusted girl of 15, with a presentation of the diagnostic techniques employed by her teacher--observation of the child's behavior, study of her previous records, personal interviews, home visits, and formulation of an hypothesis for remedial measures.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

42. *Title:* LEARNING TO UNDERSTAND CHILDREN. PART 2, A REMEDIAL PROGRAM
Producer: McGraw-Hill Book Company
Descriptor: Slides and filmstrips
Specific Material: 34 frames, black and white, 35mm
Running Time:
Description: How a maladjusted student's interest in art is used to develop her self-confidence and interest in her school work, and to win recognition and acceptance by her schoolmates. Illustrated techniques of remedial procedures for many types of maladjustments.
Availability: Available when not in use
Special Comments: Supplements motion picture of the same title. Based on the book Student Teaching, by Raleigh Schorling

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

43. *Title:* MAINTAINING CLASSROOM DISCIPLINE
Producer: McGraw-Hill Book Company
Descriptor: Slides and filmstrips
Specific Material: 43 frames, black and white, 35mm
Running Time:
Description: By contrasting methods of handling the same class, explores techniques for securing class discipline and stimulating the interest of students. Presents basic principles of method which help toward productivity and mutually satisfactory class control.
Availability: Available when not in use
Special Comments: Supplements motion picture of the same title. Based on the book Student Teaching, by Raleigh Schorling

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

44. *Title:* CONFERENCE TIME FOR TEACHERS AND PARENTS; A FILMSTRIP FOR TEACHERS
Producer: National Education Association
Descriptor: Slides and filmstrips
Specific Material: 79 frames, color, sound, 35mm
Running Time:
Description:
Availability: Available when not in use
Special Comments: Based on the booklet: Conference time for teachers and parents.

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

45. *Title:* CONTROLLING CLASSROOM MISBEHAVIOR
Producer: National Education Association
Descriptor: Slides and filmstrips
Specific Material: 74 frames, color, 35mm and records
Running Time:
Description: Stresses that the single most important aspect in controlling classroom misbehavior is the teacher's expertise in his subject matter and his ability to present it in an interesting and relevant manner. Covers various types of control techniques, discusses the ripple effect, and gives general guidelines to follow to prevent classroom misbehavior.
Availability: Available when not in use
Special Comments: Based on Controlling classroom misbehavior, by William J. Gnagey, booklet no. 32 in the Waht research says to the teacher series.

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

46. *Title:* DECIDING WHAT TO TEACH
Producer: National Education Association
Descriptor: Slides and filmstrips
Specific Material: 107 frames, color filmstrip with sound, supplementary recording, script.
Running Time:
Description: Discusses four sets of problems, related to deciding what to teach--making decisions, establishing priorities, selecting content and balancing the program
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

47. *Title:* EDUCATIONAL MEDIA
Producer: National Education Association of Classroom Teachers
Descriptor: Slides and filmstrips
Specific Material: 93 frames, color, 35mm and record
Running Time:
Description: Surveys media now available, and discusses the considerations involved in selecting and testing them. Examines what constitutes an effective environment for the integration of media in the teaching process and which media lend themselves best to teaching information.
Availability:
Special Comments: With guide and script. Based on Educational Media, by Gerald M. Torkelson.

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

48. *Title:* EVERY TEACHER
Producer: National Education Association
Descriptor: Slides and filmstrip
Specific Material: 73 frames, color, 35mm
Running Time:
Description: Discusses teachers' rights to participate in politics
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

49. *Title:* GUIDELINES FOR DECISION ON ISSUES IN ELEMENTARY EDUCATION
Producer: National Education Association
Descriptor: Slides and filmstrips
Specific Material: 134 frames, color, 35mm, sound filmstrip, audio-tape
Running Time:
Description: Presents guidelines for decision on the issues in elementary education, for use at the 1961 annual meeting of the Department of Elementary School Principals, National Education Association.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

50. *Title:* MOTIVATION IN TEACHING AND LEARNING
Producer: National Education Association
Descriptor: Slides and filmstrips
Specific Material: 72 frames, color, 35mm, with record
Running Time:
Description: Summarizes the implications of recent research in the field of motivation in teaching and learning. Presents methods concerning how to motivate more students to learn. Discusses the part the teacher's personal characteristics play; how students attitudes aspirations, and self-concepts affect motivation; and how the student's record of success and failure affects his motivation.
Availability: Available when not in use
Special Comments: Based on Motivation in teaching and learning by Don E. Hamachek

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

51. *Title:* NURSERY SCHOOL AND KINDERGARTEN EDUCATION
Producer: National Education Association
Descriptor: Slides and filmstrips
Specific Material:
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

52. *Title:* PLANNING AND ORGANIZING FOR TEACHING
Producer: National Education Association
Descriptor: Slides and filmstrips
Specific Material: 110 frames, color, 35mm with record
Running Time:
Description: Reviews four considerations preliminary to teaching -- organizing the curriculum, organizing the school and the classroom and organizing materials, technology and space, and using research, experimentation and innovation.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

53. *Title:* TEACHING THE DISADVANTAGED
Producer: National Education Association
Descriptor: Slides and filmstrips
Specific Material: 52 frames, color, 35mm with record
Running Time:
Description: Describes the characteristics of disadvantaged children and discusses their learning handicaps. Contrasts in teaching methods by which they may be reached with those which are ineffective, and points out some of the problems of each age group.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

54. *Title:* BROADER CONCEPT OF METHOD. PART 2. TEACHER AND PUPILS PLANNING AND WORKING TOGETHER
Producer: McGraw-Hill Book Company
Descriptor: Slides and filmstrips
Specific Material: 37 frames, black and white, 35mm
Running Time:
Description: Shows the activities of students who are learning to work together, to organize themselves into functional groups, to make and carry out plans for investigation, to present their findings and recommendations in a report, and to put into practice their findings and recommendations. Indicates how the teacher can provide tactful guidance in the solution of difficulties.
Availability: Available when not in use
Special Comments: Supplements motion picture of the same title. Based on the book Student Teaching, by Raleigh Schorling.

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

55. *Title:* READING SERIES - WORDS AND WORD GROUPS
Producer: Society for Visual Education
Descriptor: Slides and filmstrips
Specific Material: 6 filmstrips for Words; 4 for word groups
Running Time:
Description: Filmstrips for use with Tachistoscope
Availability: Available when not in use
Special Comments:

Contact: Miss Sandy Dolechek
Department of Education
Baldwin-Wallace College
826-2166

56. *Title:* READING
Producer: Los Angeles Board of Education through Jan Handy
Descriptor: Slides and filmstrips
Specific Material: Filmstrips
Running Time:
Description: Set of 15 filmstrips for the teaching of reading at the elementary level.
Availability: Available when not in use
Special Comments:

Contact: Miss Sandy Dolechek
Department of Education
Baldwin-Wallace College
826-2166

57. *Title:* STUDYING TEACHER INFLUENCE
Producer: University of Minnesota AV Ed. Service
Descriptor: Slides and Filmstrips and Tapes
Specific Material:
Running Time: 1/2 hour each
Description: Set of 5 filmstrips and tapes. Flanders' Interaction Analysis described.
Availability: Available when not in use
Special Comments:

Contact: Ann Bell
Cleveland State University MC 233
687-3767

58. *Title:* MASTER TEACHER AT WORK
Producer: US Office of Education
Descriptor: Slides and filmstrips and 2 tapes
Specific Material:
Running Time:
Description: Orientation and In-service training of cooperating teachers in student teaching programs.
Availability: Available when not in use
Special Comments:

Contact: Ann Bell
Cleveland State University MC 233
687-3767

59. *Title:* MAKING YOUR OWN TESTS (3 FILMSTRIPS) 1. PLANNING, 2. CONSTRUCTION,
Producer: 3. ANALYSIS COOPERATIVE TEST DIVISION
Descriptor: Slides and filmstrips
Specific Material:
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Ann Bell
Cleveland State University MC 233
687-3767

60. *Title:* TEACHING WITH VISUAL MATERIALS
Producer: McGraw-Hill
Descriptor: Filmstrips
Specific Material: 8 filmstrips
Running Time: No set time
Description: Filmstrips on use of various A-V materials: bulletin boards, chalkboards, opaque, maps, posters, T-V
Availability: Available when not in use
Special Comments:

Contact: Dr. John Morford
John Carroll University
491-4331

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61. *Title:* CHALKBOARDS AND FLANNEL BOARDS
Producer: Bailey Films
Descriptor: Filmstrips
Specific Material: 2 filmstrips (30 frames each)
Running Time: open
Description: As title implies
Availability: Available when not in use
Special Comments:

Contact: Dr. John Morford
John Carroll University
491-4331

62. *Title:* AASA SCHOOL BUILDINGS 1958; 1963-66; 1968-70
Producer: AASA
Descriptor: Filmstrips
Specific Material: Filmstrips and manuals (8 sets)
Running Time: No set time - 30 minutes to 1 hour
Description: 8 filmstrips and manuals on outstanding school buildings in years 1958; 1963, 1964, 1965, 1966, 1968, 1969 and 1970
Availability: Available when not in use
Special Comments:

Contact: Dr. John Morford
John Carroll University
491-4331

63. *Title:* PROFESSIONAL EDUCATION SERIES (6 FILMSTRIPS)
Producer: Bel-Mort Films
Descriptor: Filmstrips
Specific Material: Filmstrips
Running Time: No set time - 10 minutes to 30 minutes
Description: 6 Filmstrips

1. Explaining
2. Transfer of learning
3. Methods of teaching - overview
4. Methods of teaching - teaching types
5. Methods of teaching - quotations
6. Theories of motivation

Availability: Available when not in use
Special Comments:

Contact: Dr. John Morford
John Carroll University
491-4331

64. *Title:* EVERY TEACHER
Producer: NEA
Descriptor: Filmstrips
Specific Material: Filmstrip
Running Time: Approximately 20-30 minutes
Description: Emphasizes teachers role in political processes.
Availability: Readily available for loan
Special Comments:

Contact: Dr. Joe Owens, S.J.
John Carroll University
491-4331

65. *Title:* AND NOW WHAT?
Producer: NASSP
Descriptor: Filmstrips
Specific Material: Filmstrip and record, 33RPM
Running Time: 30 minutes
Description: Presents current challenges facing high schools - emphasizes student unrest. Good discussion starters.
Availability: Available when not in use
Special Comments:

Contact: Dr. Alex Felduebel
John Carroll University
491-4331

66. *Title:* CONTROLLED READER STORY SET
Producer: Educational Development Laboratories, Huntington, N.Y.
Descriptor: Slides and filmstrips
Specific Material: Filmstrips
Running Time: Varies
Description: 5 sets M, N, K, L, I, J, G, H, and C-3 each containing 25 filmstrips
Availability: Available when not in use
Special Comments:

Contact: Instructional Media Library
Mather Hall - Case Western Reserve University
368-2229

67. *Title:* FOUR STEPS TO IMPROVED READING
Producer: Learning Through Seeing Inc., Sunland, California
Descriptor: Slides and filmstrips
Specific Material: Multi-media kit
Running Time:
Description: Reading kits one and seven. Each kit contains filmstrips and are intended for use with a tachistoscope which is included in each set.
Availability: Available when not in use
Special Comments:

Contact: Instructional Media Library
Mather Hall - Case Western Reserve University
368-2229

1. *Title:* THE DAY THEY CLOSED THE SCHOOL
Producer: CBS
Descriptor: Videotapes
Specific Material: 1/2" Sony Videotape
Running Time: 60 minutes
Description: On crisis in school finance.
Availability: Available when not in use
Special Comments:

Contact: Dr. Alex Felduebel
John Carroll University
491-4331

2. *Title:* AACTE WORKSHOP VIDEO TAPES
Producer: AACTE (Through AMPEX)
Descriptor: Videotapes
Specific Material: 4 videotapes - Lin. Ampex
Running Time: 45-60 minutes each
Description: 4 videotapes on Teacher Education:

    1. Simulation - 44 minutes
    2. Non verbal behavior - 52 minutes
    3. Interaction Analysis - 49 minutes
    4. Microteaching - 52 minutes

Availability: Available when not in use
Special Comments:

Contact: Dr. John Morford
John Carroll University
491-4331

3. *Title:* "WHAT THE 'MATTER' IS IN THE WORLD"
Producer: WKYC - TV 3
Descriptor: Videotapes
Specific Material: Five 28-minute videotapes (1/2 inch)
Running Time: 28 minutes each
Description: A series presented on the "Education Exchange" program on NBC, by the Notre Dame College chemistry faculty, on the topics of: the structure of matter; rearrangements in matter (including acid-base balance in the body, enzymes, synthetics). Presentation is on a popular level.
Availability: Readily available for loan
Special Comments:

Contact: Sister Mary Verone
Notre Dame College
381-1680

1. *Title:* THE APPROACH TO EDUCATION FOR WORLD UNDERSTANDING
Producer:
Descriptor:
Specific Material: Microfilm
Running Time:
Description: Ed.D. Thesis of Douglas Sharp Ward, University of Illinois, 1953.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

2. *Title:* THE DEVELOPMENT AND APPRAISAL OF A COURSE IN BASIC MATHEMATICS FOR A PROSPECTIVE ELEMENTARY SCHOOL TEACHERS
Producer:
Descriptor:
Specific Material: Microfilm
Running Time:
Description: Thesis of Joseph Jean Stipanowich, Northwestern University June 1956.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

3. *Title:* THE DEVELOPMENT OF A DESCRIPTIVE FRAMEWORK AS A BASIS FOR EVALUATING AN ELEMENTARY SCHOOL
Producer:
Descriptor:
Specific Material: Microfilm
Running Time:
Description: Dissertation by Joseph T. Hancock. 1961.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

4. *Title:* GROWTH OF ELEMENTARY SCHOOL TEACHERS IN ARITHMETICAL UNDERSTANDINGS THROUGH IN-SERVICE PROCEDURES
Producer:

Descriptor:
Specific Material: Microfilm
Running Time:
Description: Ph.D Thesis of Lonie Edtar Rudd, Ohio State University. 1957.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

5. *Title:* AN INVESTIGATION INTO DIFFERENCES BETWEEN BOYS AND GIRLS IN SELECTED READING-READINESS AREAS IN READING ACHIEVEMENT
Producer:
Descriptor:
Specific Material: Microfilm
Running Time:
Description: Unpublished doctor's dissertation of Birginia J. Konski University of Missouri, 1951.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

6. *Title:* ORGANIZATIONAL PRINCIPLES FOR A PROGRAM OF STUDENT TEACHING
Producer:
Descriptor:
Specific Material: Microfilm
Running Time:
Description:
Availability: Available when not in use
Special Comments: Thesis, University of Chicago, 1952. Written by John Wesley Devor.

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

7. *Title:* SOME RHETORICAL ASPECTS OF THE MCGUFFEY READERS
Producer: University Microfilms
Descriptor:
Specific Material: Microfilm
Running Time:
Description: Written by John Thomas Richey
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

8. *Title:* A STUDY OF INSTRUMENTS FOR THE EVALUATION OF THE ELEMENTARY SCHOOL INSTRUCTIONAL PROGRAM
Producer:
Descriptor:
Specific Material: Microfilm
Running Time:
Description: Dissertation by Andrew M. Joyce, August 1961.
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

9. *Title:* USE OF CLOSED CIRCUIT TELEVISION IN TEACHER EDUCATION
Producer:
Descriptor:
Specific Material: Microfilm
Running Time:
Description:
Availability: Available when not in use
Special Comments: Thesis, University of Minnesota, December 1960

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

10. *Title:* THE ELEMENTARY SCHOOL TRAINING PROGRAM IN SCIENTIFIC INQUIRY
Producer: National Cash Register Company
Descriptor: Micro-fiche collections and readers
Specific Material: 4 sheet microfilm
Running Time:
Description:
Availability:
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

11. *Title:* THINKING IN ELEMENTARY SCHOOL CHILDREN
Producer: San Francisco State College
Descriptor: Micro-fiche collections and readers
Specific Material: 4 sheet microfilm
Running Time:
Description:
Availability: Available when not in use
Special Comments:

Contact: Mary Jo Magner, Librarian
St. John College Library
771-2388, Ext. 239

12. *Title:* ERIC
Producer: U.S. Office of Education
Descriptor: Micro-fiche collections and readers
Specific Material: 1969 to current subscription basis
Running Time:
Description:

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C., and 19 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are in integral part of the ERIC system.

Research in Education is the index to the ERIC collection and is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. Research in Education is available in most college libraries and many school district libraries.

The complete text of the ERIC reports, published on microfiche, are a monthly acquisition of the Cleveland State University Libraries. They are located in the Current Periodicals and Microform Service on the third floor, where five microfiche readers and a reader-printer are available.

ERIC documents may be used in The Cleveland State University library at East 22nd and Chester (in the new tower building) by any interested person, even though he has no direct affiliation with the university. In addition, micro-fiche may be borrowed through regular interlibrary loan channels, or hardcopy may be ordered at 10¢ per page.

Availability: Available for use by anyone
Special Comments:

Contact: Morton Burgin
Cleveland State University Library
687-2486

Complete and Return to:

Resource Catalogue
Cleveland Commission on Higher
Education
1367 East Sixth Street
Cleveland, Ohio 44114
241-7583

UPDATE FORM
TEACHER EDUCATION RESOURCE CATALOGUE

Check One

( ) Delete from Catalogue Item(s) number ____ on page(s) ____.
( ) Add the item indicated below.
( ) Change item number ____ on page ____ to read as indicated below.

Signature of Person Requesting Change:

____

Phone: ____________________

TITLE: ____________________

PRODUCER: ____________________

SPECIFIC MATERIAL: ____________________
(Include type of material i.e. 16mm. color sound film)

RUNNING TIME: __________

DESCRIPTION: ____________________

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Check One
AVAILABILITY:
( ) Not at all available for loan
( ) Not generally available for loan
( ) Available when not in use
( ) Readily available for loan

SPECIAL COMMENTS: ____________________

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CONTACT(S): Name: ____________________

Location: ____________________

Phone: __________

Complete and Return to:

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Cleveland Commission on Higher
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1367 East Sixth Street
Cleveland, Ohio 44114
241-7583

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SPECIFIC MATERIAL: ______________________________
(Include type of material i.e. 16mm. color sound film)

RUNNING TIME: ______________

DESCRIPTION: ______________________________

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Check One

AVAILABILITY:
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SPECIAL COMMENTS: ______________________________

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SPECIFIC MATERIAL: ______________________
(Include type of material i.e. 16mm. color sound film)

RUNNING TIME: __________

DESCRIPTION: ______________________

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____

Phone:______________________________

TITLE:______________________________

PRODUCER:______________________________

SPECIFIC MATERIAL:______________________________
(Include type of material i.e. 16mm. color sound film)

RUNNING TIME:______________

DESCRIPTION:______________________________

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Check One

AVAILABILITY: ( ) Not at all available for loan
( ) Not generally available for loan
( ) Available when not in use
( ) Readily available for loan

SPECIAL COMMENTS:______________________________

____

CONTACT(S): Name:______________________________

Location:______________________________

Phone:______________________

PRELIMINARY DESIGN OF
A COMPUTERIZED INFORMATION SYSTEM
FOR
TEACHER EDUCATION CENTERS
IN
GREATER CLEVELAND

by
Dr. David E. O'Gorman
Assistant Director for Teacher Education
Cleveland Commission on Higher Education

prepared as part of the

PROJECT TO STIMULATE INNOVATIONS IN TEACHER EDUCATION
(SITE PROJECT)

Funded by a Grant from the

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FOREWORD

This document is an attempt to put into writing the rationale for and description of a computerized information system for teacher education centers. It is hoped that this document will be of use not only to individuals in Cleveland who will be implementing the system, but also to other educators across the country who are struggling with some of the same problems as faced by the Greater Cleveland Teacher Education Centers Coordinating Committee.

This system design originated because of the insistence of the members of the Greater Cleveland Teacher Education Centers Coordinating Committee that a way be found to share expertise and experiences related to centers among all of those who are participating in the teacher education center movement in Greater Cleveland. Thanks are in order to the members of the Executive Committee of the Teacher Education Centers Coordinating Committee who are Dr. Patrick Cosiano, Mr. Jerry Graham, Mr. Larry Mervine, Miss Edna Stinson, and Dr. Sally Wertheim.

Particular thanks is due to Miss Aliene Curry of St. John College who assisted the staff in gathering data from the teacher education centers in the Greater Cleveland area.

Ed Fox, Director of the Cleveland Commission on Higher Education, and the individual primarily responsible for the rapid success of the teacher education center movement in Cleveland, was also extremely helpful in the design phases of the system. Thanks are also due to Clarence Hopkins of Computer Business Management, Inc., who was able to understand so quickly the complexities of the teacher education activities in Greater Cleveland and who was able to, in a relatively short period of time, systematize our own thinking about what such an information system should look like.

I. The Teacher Education Center Movement in Greater Cleveland

With the support of the Martha Holden Jennings Foundation the Cleveland Commission on Higher Education has undertaken a three year activity to Stimulate Innovations in Teacher Education Programs in the Greater Cleveland Schools, Colleges and Universities (SITE Project). The major innovation which the SITE Project selected to stimulate in the Greater Cleveland Metropolitan area is the Teacher Education Center.

Teacher education centers are joint ventures of one or more elementary and secondary schools together with one or more colleges, and are designed to improve the student teaching phase of teacher preparation. The term "center" is somewhat of a misnomer because in this context it refers to a set of innovative activities, rather than a place. Some centers are located in several buildings, and both students and staff have experiences in each building of a center.

The distinction between the conventional approach to student teaching and the center approach may be seen in the following table:

	Problems with the conventional approach	The "Center" approach as a way of resolving the problems
Assignment of Student Teachers	Scattered in many schools.	Clustered in buildings, chosen for particular experiences.
Supervision of Student Teachers	Individual students supervised daily by master teacher, infrequently by college faculty member (referred to as college supervisor). Minimal communication between college and school supervisors. No coordination of in-school activities.	Directly, by master teacher. Indirectly by college supervisor, through teacher. Frequently in-school program has part-time or full-time coordinator.
College Supervisor's Activity	"Circuit-rider" - visiting students in many locations.	Concentrated at center, available to student teachers and to all school personnel as an added resource.
Preparation of master-teacher for supervisory role	Varies--usually minimal.	Workshops and other efforts to incorporate master teacher into teacher training team.
Seminar on teaching	On campus, frequently not related to student teaching experience.	Usually at center, tied to experience in teaching.

Effect on School environment	No direct effort to help school program.	A direct effort made to improve the learning environment within the school.
Variety of Student Teaching Experiences	Usually one classroom with one master teacher. Little opportunity to visit other classes.	Often contact with two or more classes and teaching styles; sometimes assignments are to a teaching team or to a whole department.
Decision-making	College dominated and imposed.	School-college partnership.

As far as the SITE Project is concerned, the essential element which constitutes a center is a school-college partnership. The school-college partnership is manifested by the existence of a "center-team," consisting of representatives of both the school and college.

It is important to emphasize that "Center" strategy is aimed, not at increasing the number of teachers trained, but rather at improving the quality of those who are trained. College and school personnel agree that this is best done through intensive integration of instructional theory with school-based clinical teaching experience. The center concept embodies this bridging approach.

The number of Teacher Education Centers in Greater Cleveland has grown rapidly. Only 5 centers were being planned prior to the start of the SITE Project in mid 1970. By May of 1971, at the end of the first year of SITE, the number in operation grew to 17. During this current 1971-72 school year the number of centers has more than doubled to a total of 35, involving some 50 elementary and secondary schools.

These days innovative approaches in schools do not succeed without the enthusiastic support of the teachers. The rapid growth of centers would not have been possible without their support. Approximately 250 teachers are involved in centers. This is twice what it was one year ago.

The coordination of the teacher education centers movement in Greater Cleveland is achieved through a coordinating committee made up of one representative from each center. Those representatives then elect a 5 member executive committee to handle the ongoing activities of the Greater Cleveland Teacher Education Centers Coordinating Committee. The SITE Project through the Cleveland Commission on Higher Education provides a professional and secretarial staff to the Committee. The full Committee meets several times per year to set policy and monitor progress. The Executive Committee meets monthly with the staff.

It was the December 4th, 1971 meeting of the Greater Cleveland Teacher Education Centers Coordinating Committee, that prompted the development of the information system. The following quotation is from the minutes of that meeting:

> There was early agreement that there is substantial diversity in teacher education centers in terms of the unique situation of school districts and colleges which result in unique teacher education centers. Further, various centers and individuals are at different levels of their own development around teacher education centers. This discussion led to the identification of the need to fully share information regarding the status of teacher education centers, their identification, membership in the Teacher Education Centers Coordinating Committee, etc.
>
> This led to the related are of the sharing of resources. Many centers have individuals who have competence in the area of teacher education centers, whose expertise could be shared to advantage with other centers. In addition, local and national expertise and other kinds of resources could be shared on a cooperative basis. It was pointed out that some of this had been done in previous meetings and that there are many resources currently in existence in the county that we tend to overlook in our search for an outside expert.

A consultant was hired to begin to pull together the kinds of information needed. In depth interviews were conducted with college and school people involved in centers. The results of that study indicated the magnitude of the problem. It was clear that in the near future well over 1,000 individuals would be involved in teacher education center activities in Greater Cleveland. Keeping track of "who is doing what" would be a formidable job.

The interviews also strengthened belief in school/college partnerships as the way to achieve improvements in teacher education and as a way of achieving instructional improvement in the classrooms. However, the interviews also brought to light that individuals within the same school system or college frequently meant different things when they used the term "Teacher Education Center."

II. A Problem of Semantics

There is general agreement among most individuals involved in centers in the Cleveland area regarding the kinds of activities that should occur in teacher education centers. These kinds of activities are outlined on pages 1 and 2 of this document. The problem, however, occurs when it comes time to begin to count the number of centers in operation. Some individuals define a center as one school which is working with a college or university. Others define a center as a number of schools. The diverse views are illustrated in the following hypothetical example of Trafford Heights School System.

A HYPOTHETICAL CASE STUDY-
The Trafford Heights School District

Trafford Heights School District consists of 7 elementary schools, 2 junior highs, and 1 senior high school. The school district works with three colleges on a partnership basis. Outside observers feel that many good things are happening in the District. Colleges and school people alike are happy with the partnership arrangements that are developing. Everyone involved in those partnership arrangements uses the term "teacher education center" to describe his activities. The 3 colleges work with 6 schools on a partnership arrangement as indicated below.

College A	College B	College C
Elementary #1	Elementary #3	Jr. High #2 (English)
Elementary #2	Jr. High #1 (Social Studies & English)	Sr. High #1 (Social Studies)

The question is: How many teacher education centers does Trafford Heights have? Responses from various individuals who are involved are presented below:

Assistant Superintendent for Instruction: "We have one teacher education center in Trafford Heights. We are in full partnership with 3 colleges. I coordinate their efforts. We are truly a multi-institutional teacher education center."

Principal, Elementary #1: "We have 2 centers here in Trafford Heights. An elementary center and the secondary center. Once per month the cooperating teachers and their student teachers from all 3 elementary schools get together for a joint meeting to discuss common problems. The secondary people have similar joint sessions."

Principal, Elementary #2: "I haven't thought about it too much but I've been operating on the assumption that Elementary School #2 is a teacher education center. After all, Dr. Johnson of College A spends 2 days per week in this building and conducts weekly seminars for student teachers and faculty."

Dean, College A: "Our Trafford Heights Center is one of our first. We now use the same pattern in other centers throughout the state. We find that a center consisting of 2 medium size schools is ideal. We can then place 10-15 student teachers in each, and justify a full-time faculty member to work exclusively with those 2 schools. It also works out well for pre-student teaching experiences which we are doing much more of these days."

Dean, College B: "We are in the process of building a teacher education center in Trafford Heights. We see a center as consisting of a secondary school and its feeder elementary schools. Right now we are working with Junior High #1 and its larger feeder elementary school. We hope to add the other elementary feeder schools next year and then get into the senior high.

Dean, College C: "We have 2 centers in Trafford Heights - one in a junior high English Department and one in a senior high Social Studies Department. We did try some joint meetings of people from the 2 centers, but it did not work out very well because of the different subject areas and different grade levels. I also understand that there is some sort of communication problem between the faculty of the junior high and that of the senior high."

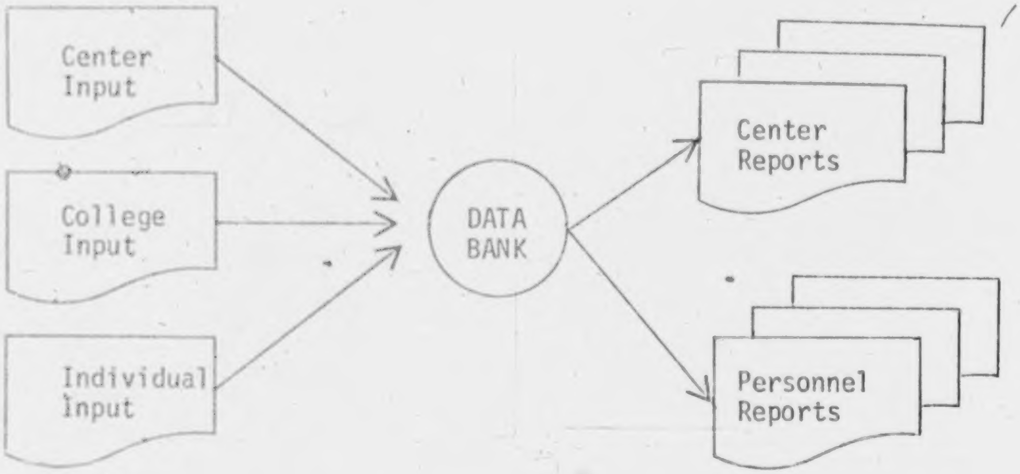
Thus, it is readily apparent that there are a variety of views regarding what specifically should be called a teacher education center. Regardless of whether we like the above diversity of views, such diversity represents reality.

The intent of the information system described herein is to accommodate itself to the realities of the teacher education center situation rather than try to force reality into a preconceived mold. With the implementation of the information system it is hoped that the nature of the partnership would be sufficiently illuminated so that those involved are in a position to make more rational decisions about their organizational structures and functional relationships.

III. General Description of the Information System

The purpose of the Teacher Education Centers information System is to meet the informational needs of those individuals within the centers, so that a maximum utilization of resources already available within the education community can be brought to bear on the further development of teacher education centers.

In general, the system consists of three components: (1) information gathering or input; (2) the data bank; and (3) the reports. The following diagram presents in simplified form the basic components of this information system.



Collection of Input Data. The data collection problems related to centers and the personnel involved in centers are rather difficult. It is necessary not only to obtain information about the center per se but also from the various colleges involved in the center. In addition, information needs to be gathered from individuals who are involved in centers from both the school and the college side, so that their interests and skills are used as much as possible.

The Data Bank. The Data Bank would be located at a computer facility in the Greater Cleveland area, perhaps at a college or university. It would be updated at least once per year to make sure that the data is accurate. The Data Bank serves as a source of information for the various reports generated by the information system.

Reports. Two broad categories of reports will be produced from this system.

Centers. Information will be gathered and reported for those elementary and secondary schools involved in the teacher education centers. This information on centers will be summarized in three different ways, (1) from the point of view of the schools, (2) from the point of view of the colleges and universities, and (3) from the perspective of an area-wide coordinating body. Thus the system accomodates the diverse views of centers, and turns a potentially diversive or weakening factor into a strength, through the sharing of a variety of approaches and experiences.

Personnel. Undisputedly the key resources and essential ingredients in the development of teacher education centers are the faculty and administrators from both schools and institutions of higher education. The sharing of personnel resources will be accomplished by three personnel reports, (1) a directory of personnel, in alphabetical order, similar to a faculty directory of a school or college, (2) a directory listing personnel by school or college which they are affiliated with, (3) a listing of personnel by areas of teacher education center expertise. In addition to the three reports, there will be mailing labels printed to facilitate communications among centers.

IV. Details of the Preliminary Design

1. General Systems Flow.

The following sections describes the basic system flow as presented in the schematic diagram on the pages that follow.

a. Input - (Page 1 of the schematic diagrams). There are 4 input forms used in the system. One from the teacher education center, one from the college or university, one from the personnel involved in the center activities, and one containing external data. These input forms are turnaround documents and are described in more detail on pages 15 through 18.

The input forms are to be keypunched directly from the turnaround document and entered onto a tape through a card-to-tape program. Another program is to sort the tape by type and create 4 tapes, one each corresponding to center information, college information, personnel information, and external data.

b. Creation and Updating of Master Tapes - (Page 1 of the schematic diagrams). The tapes containing changes (or in the case of the first run, the initial information to be entered into the system) are processed through four separate updating programs for each of four master files. Feeding into the update programs would be the input tape containing the changes referred to above, the old master tape plus an option card controlling the type of error messages and changed records to be printed. The result of the update program in each of the four cases would be to generate an updated master tape.

c. Reports on Centers, Colleges and the Area Summary - (Page 2 of the schematic diagrams). Connectors A, B, & D indicate the updated center, college and external-data tapes are brought into a program which will generate another tape for use in printing the college reports; and it will also print out the detailed reports on departments, schools, teacher education centers, school district summaries in area summaries. Additional details of the reports are contained in pages 24 through 27. The tape for college reports would be sorted in a program and the sorted tape entered into another program which would generate reports by colleges. The college reports are described in more detail on pages 28 and 29.

d. Personnel (Page 3 of the schematic diagrams). The Personnel Master Tape is taken into 4 different programs. First, to a print program which would generate mailing labels. This would include a parameter card which would indicate to the program which labels to print. The second would be a print program which would produce a name and address directory. The third would be a program to sort the tape by college and school and print the names within college and school sequence; and the fourth would sort the tape by area of expertise and print names within expertise categories. Sample formats for these reports can be found on pages 30 through 32.

CBM, INC.

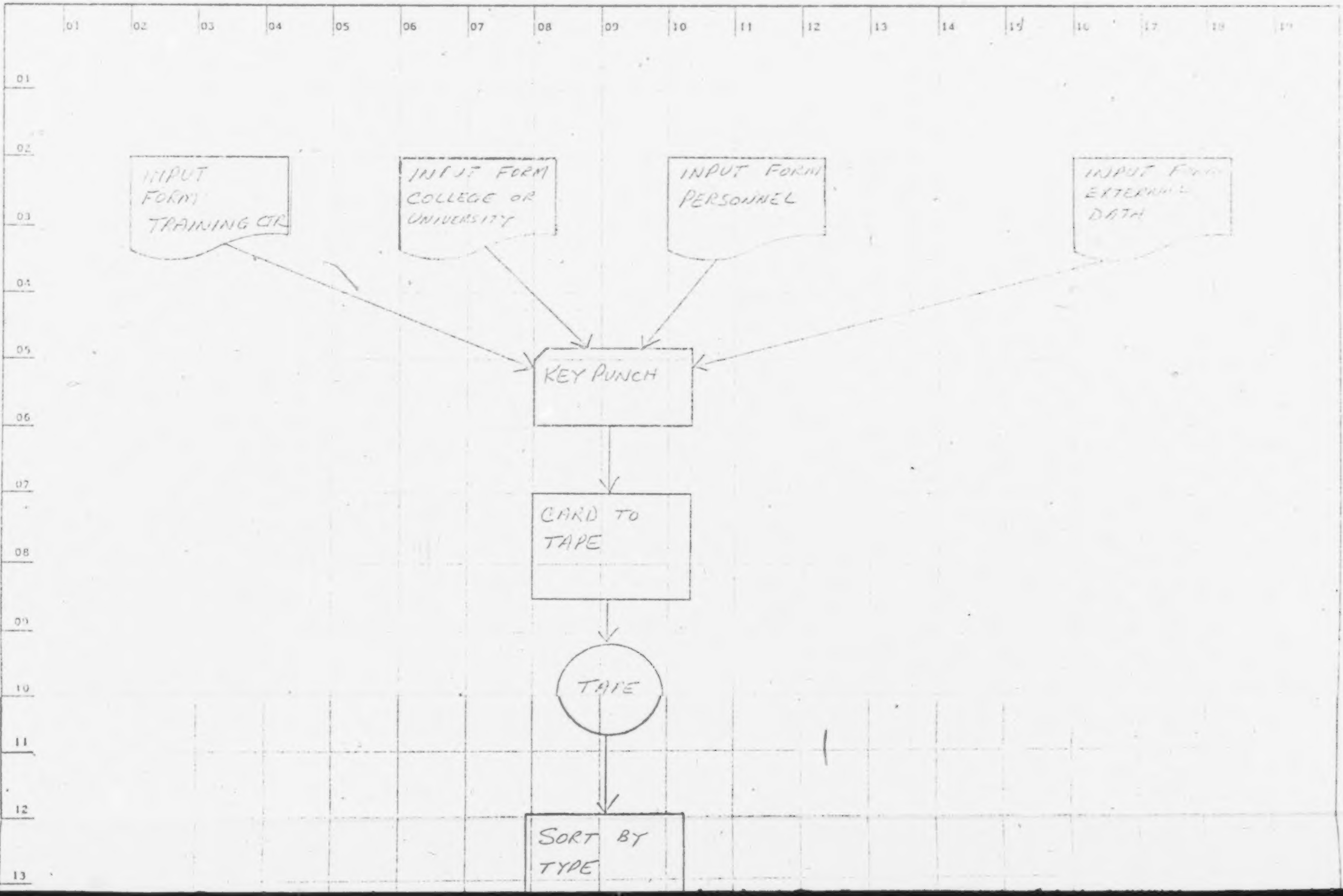
SCHEMATIC DIAGRAM

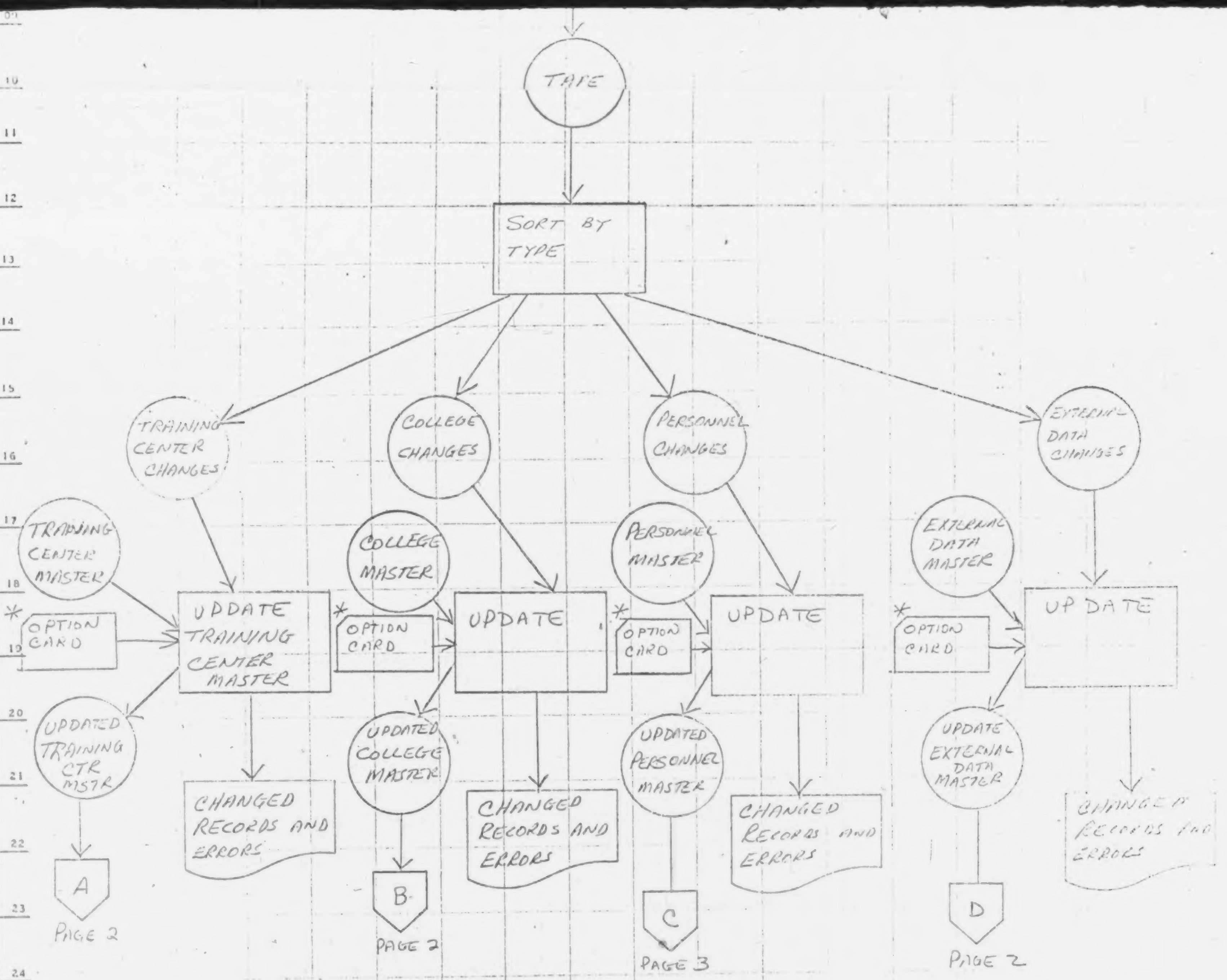
SYSTEM NO.	PROGRAM NO.

Client Name ______ System Title TEACHER EDUCATION CENTER INFORMATION SYSTEM

Program Title ______ Date 7/10/72 Page ____ of ____

Prepared By CE HOPKINS ______ Approved By ______





* OPTION FOR: 1. DO NOT PRINT CHANGED RECORDS
2. PRINT CHANGED RECORDS ONLY
3 PRINT ALL RECORDS ON FILE - TO BE USED TO UPDATE INFORMATION

CBM, INC.

SCHEMATIC DIAGRAM

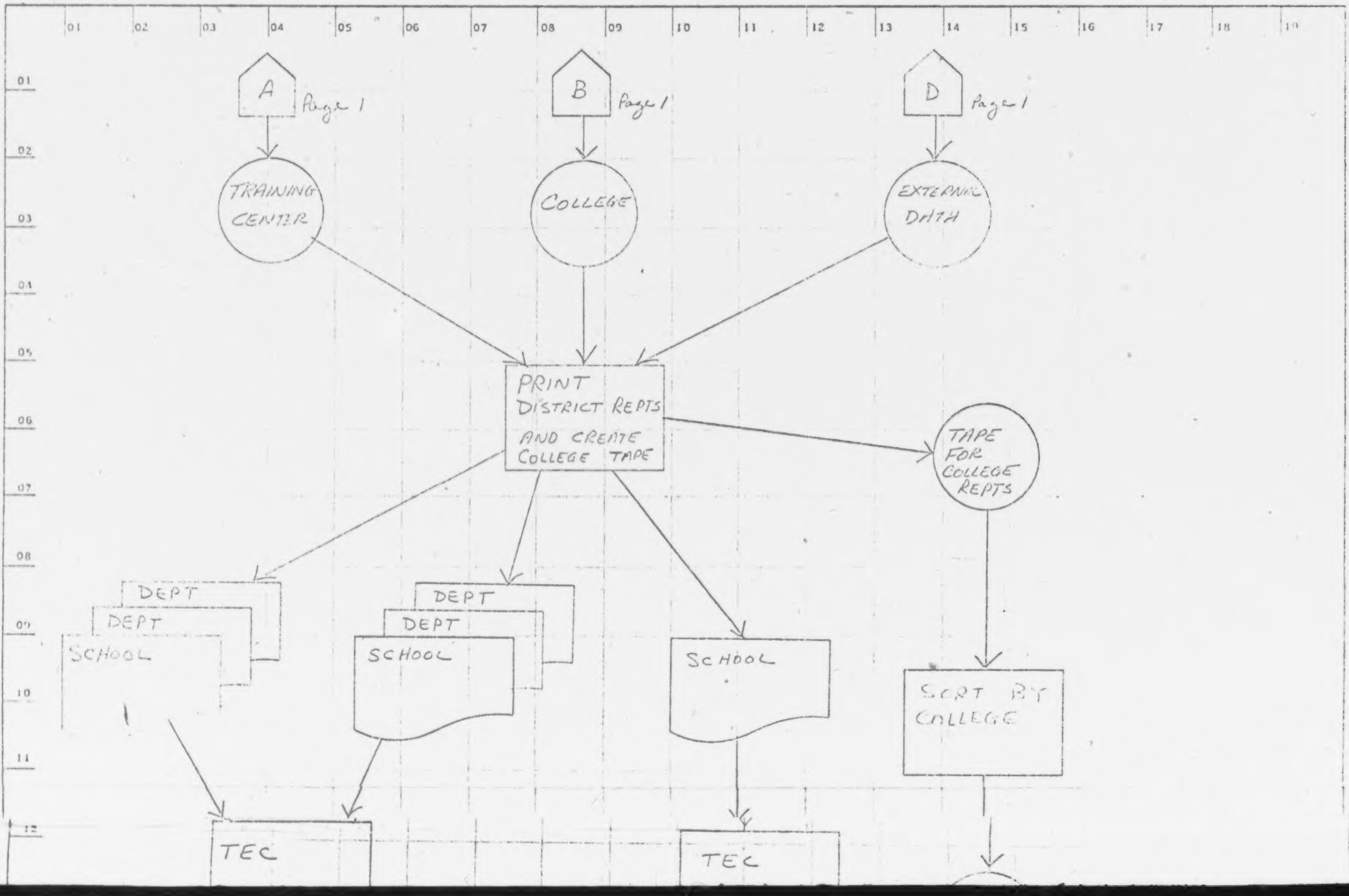
SYSTEM NO.	PROGRAM NO.

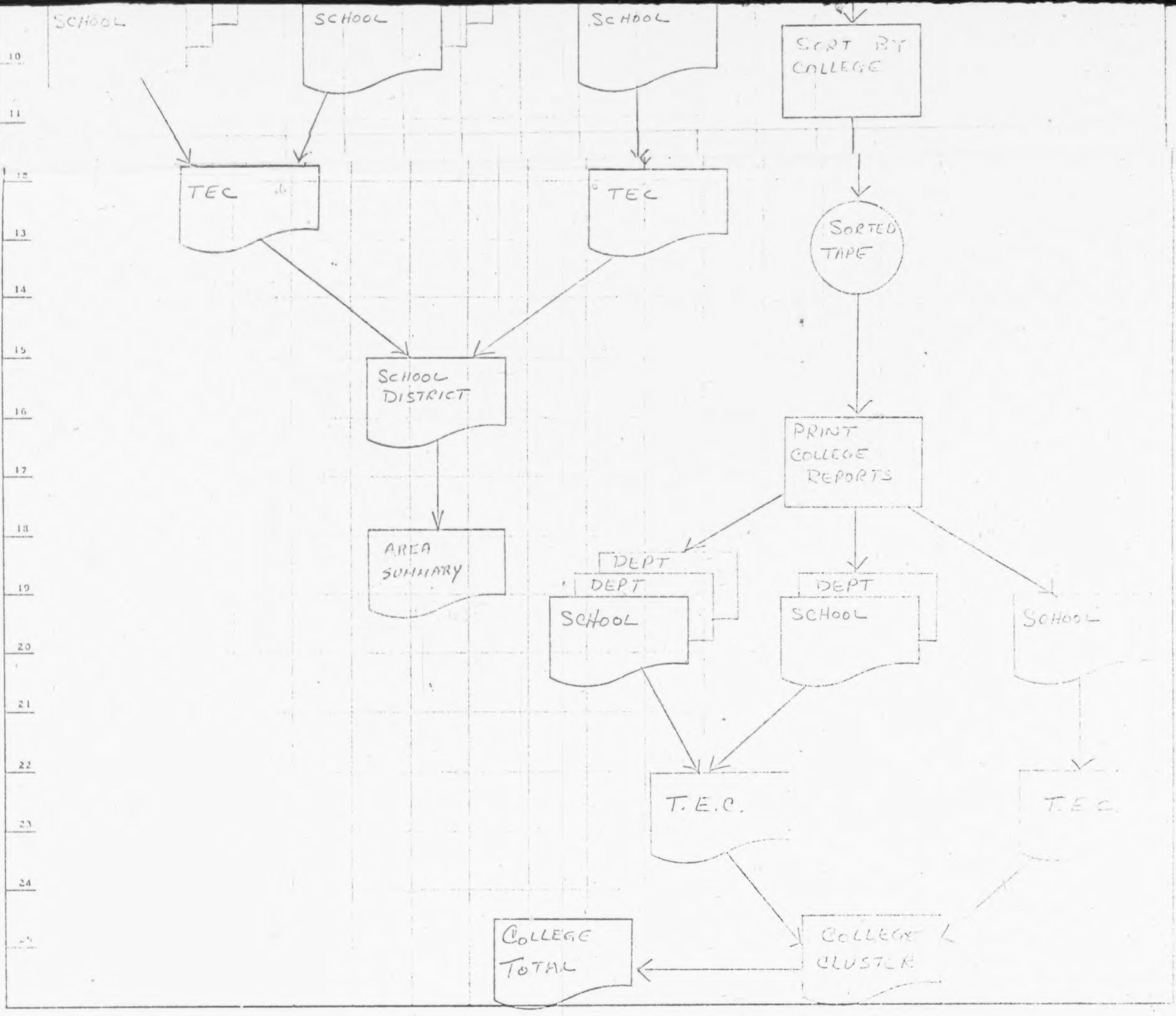
Fold To Here

Client Name ______ System Title ______

Program Title ______ Date 1/10/72 Page 2 of 3

Prepared By ______ Approved By ______




SCHOOL
SCHOOL
SCHOOL
SORT BY COLLEGE
TEC
TEC
SORTED TAPE
SCHOOL DISTRICT
PRINT COLLEGE REPORTS
AREA SUMMARY
DEPT
DEPT
SCHOOL
DEPT
SCHOOL
SCHOOL
T.E.C.
T.E.C.
COLLEGE TOTAL
COLLEGE CLUSTER
10
11
12
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CBM, INC.

SCHEMATIC DIAGRAM

SYSTEM NO.	PROGRAM NO.

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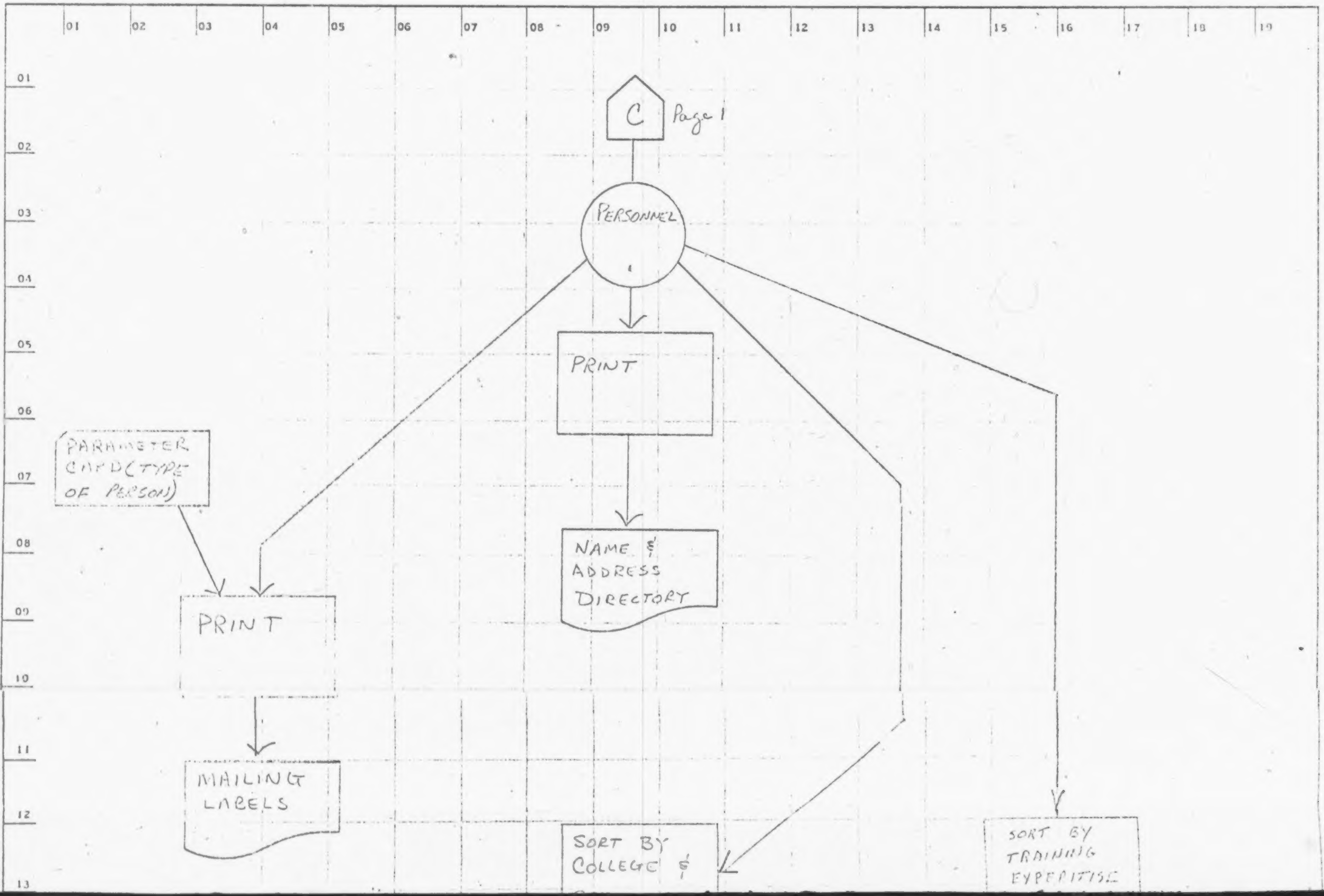
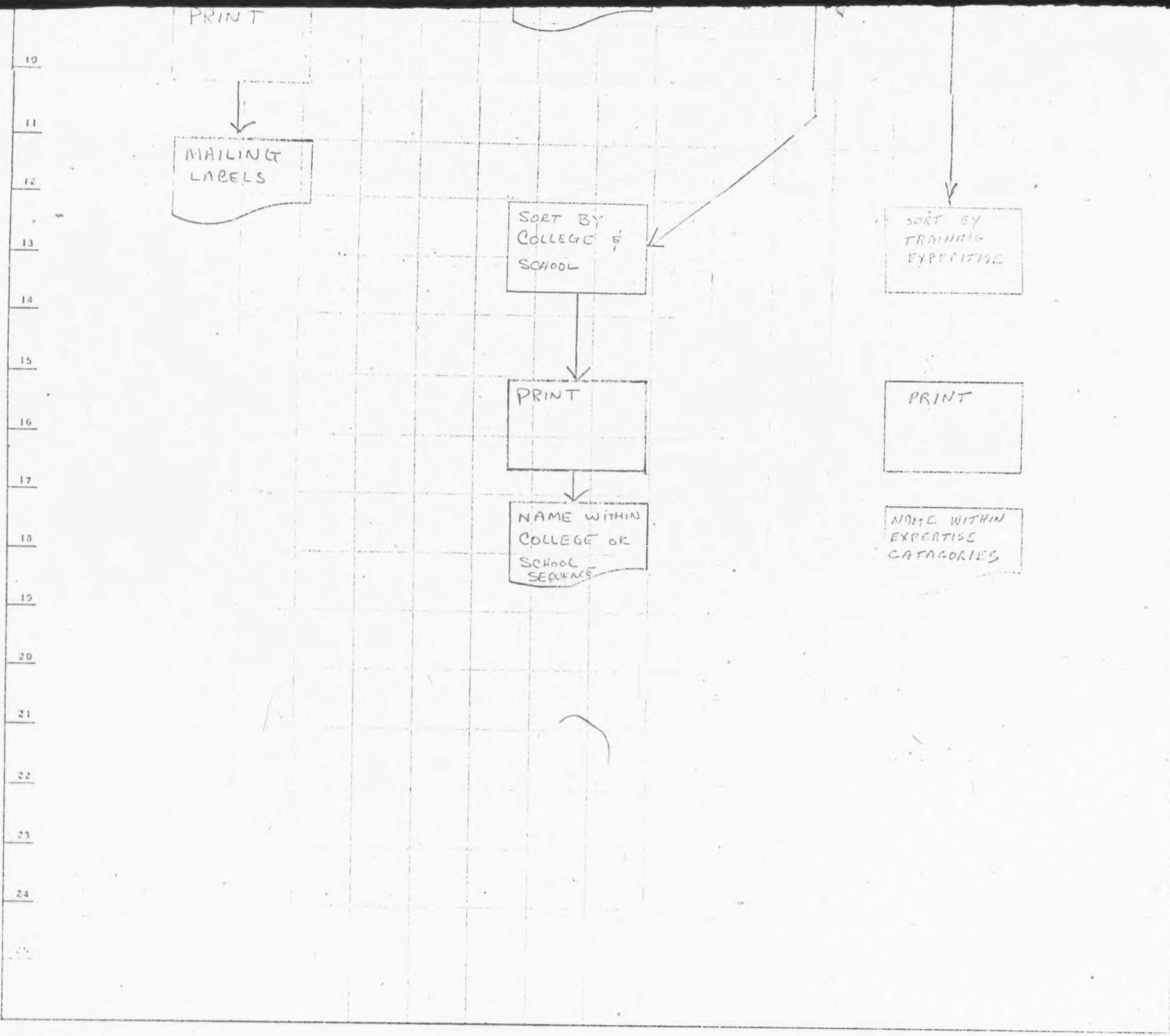
Client Name ______ System Title ______

Program Title ______ Date 7/10/72 Page 3 of 5

Prepared By ______ Approved By ______




PRINT
MAILING LABELS
SORT BY COLLEGE & SCHOOL
PRINT
NAME WITHIN COLLEGE OR SCHOOL SEQUENCE
SORT BY TRAINING EXPERTISE
PRINT
NAME WITHIN EXPERTISE CATAGORIES

2. Input Forms.

Preliminary input forms are shown on the following pages and are briefly described below:

a. Center Turnaround Document - The center turnaround document would be sent to center coordinators to be filled out for each school or department in their center. In other words, if a center coordinator worked with one elementary school and two departments in a secondary school, he would fill out three documents.

The documents obtain the name and address of the school, school district principal, the contact within the building, and the name of the center coordinator. In some cases the names would be the same; in others all three will be different. Data would also be obtained regarding the number of pupils, the grade levels, the number of teachers, expected number of cooperating teachers for the current year, the number of pupils to be taught by student teachers during the current year.

Data regarding student teaching activities with colleges and universities would also be obtained to include the name of the college or university, the college supervisor, the actual number of student teachers placed last year, and the expected number of student teachers to be placed during the current year.

b. The College and University Turnaround Document - The college and university turnaround document would obtain the college name, address, the name of the chief education officer and phone number as well as the total enrollment in education (in the case of freshman and sophomores this would be an estimate), the number working in centers and the number placed in non-centers for each of four years.

c. Personnel Turnaround Document - The personnel document would obtain name and address information on individuals and would be sent directly to the individual. Information regarding the individual's experience would be obtained as well as information regarding interests in working with the Teacher Education Centers Coordinating Committee in further development of centers in Greater Cleveland.

d. External Data Turnaround Document - This document would contain the name of the district, the address, the name and phone number of the superintendent, and obtain by elementary and secondary schools the number of schools, the number of teachers, the number of student teachers and the number of pupils.

All of the above forms would be turnaround documents. That is, the computer will print all the information about a center, a school, a college or university, an individual or external data on the upper part of the form. These forms will then be sent to appropriate individuals for their review and correction. Corrections would be filled in the lower part of the form. To update the four data bases, only those fields which are part of the records to be changed would be keypunched. This eliminates the rekeypunching of the entire record when only a small part of that record needs to be changed. A computer program will update the four data base files. During the update process a form (turnaround document) will be printed showing the correct information after the update, along with the date the record was updated last. These forms will then be filed and held until the next time the data base is to be updated and then would be mailed to the appropriate individuals for review, correction and return.

Input Form #1

PRELIMINARY DESIGN

CENTER TURN-AROUND DOCUMENT

Directions: Fill out one form for each building or department in your center.

District No.	Center No.	School No.	Dept. No.

School:

Address:

City, State, Zip:

Phone:

Principal:

Contact:

Center Coordinator:

District Name:

Elementary ( ) Secondary ( )
Grade Levels From ___ to ___

Number of Pupils:

Number of Teachers:

Expected Number of Cooperating Teachers-Current Year:

Number of Pupils Taught by Student Teachers:

College/University	Supervisor	Actual Number Placed Last Year	Expected To Be Placed Current Year

Input Form #2

PRELIMINARY DESIGN

COLLEGE/UNIVERSITY TURN-AROUND DOCUMENT

College Number:

College Name:

Chief Education Officer:

Address:

Phone:

City, State, Zip:

	Year 1	2	3	4
Total Enrollment				
Working in Centers				
Working in Non-Centers				

Please update the above information using the space below.

Input Form #3

PRELIMINARY DESIGN

PERSONNEL TURN-AROUND DOCUMENT

DIRECTIONS: The Teacher Education Centers Coordinating Committee is developing a data bank of educators interested in teacher education centers. This computerized bank of information is designed to provide you and your fellow teacher educators with an area-wide listing of both school and college based educators and their experience and interests in student teaching and teacher education centers. Please complete this form and return to the Cleveland Commission on Higher Education in the enclosed envelope.

YOUR NAME________________________ EMPLOYER________________________

WORK ADDRESS________________________ HOME ADDRESS________________________
Institution (Street or Apartment #)
________________________ ________________________
(Street or Box #) (City, State, Zip)
____
(City, State, Zip) HOME PHONE________________________
WORK PHONE________________________

Where do you want your mail regarding centers sent? ( ) Home ( ) Work

POSITION(S): (1)______________ (2)______________ (3)______________

If teaching, what subjects do you teach?________________________

What grade levels?________________________

EXPERIENCE: In Column A below, check all those areas in which you have had experience; In Column B, check the one that you are most experienced in.

	A	B
INITIATING CENTERS	( )	( )
IN SERVICE PROGRAMS	( )	( )
STUDENT TEACHER SEMINARS	( )	( )
PLACEMENT OF STUDENT TEACHERS	( )	( )
MICRO TEACHING/INTER ACTION ANALYSIS	( )	( )
VALUE CLARIFICATION	( )	( )
VIDEO-TAPING	( )	( )
MEDIA UTILIZATION	( )	( )
CENTRAL OFFICE COORDINATION	( )	( )
XXXXXXXXXXXXXXXXXXXXXX	( )	( )

Are you willing to participate in activities related to the following areas? In column A, check all that are of interest to you; In column B, check the one of most interest to you.

	A	B
IN SERVICE IMPROVEMENT	( )	( )
SEMINAR IMPROVEMENT	( )	( )
RESOURCE SHARING	( )	( )
EVALUATION QUESTIONNAIRES	( )	( )
ORGANIZATION OF TECCC	( )	( )
ASSISTING AT CONFERENCES	( )	( )
HELPING OTHER CENTERS GET STARTED	( )	( )
HELPING OTHER CENTERS IDENTIFY AND SOLVE PROBLEMS	( )	( )
XXXXXXXXXXXXXXXXXXXXXXXXX	( )	( )

Input Form #4

PRELIMINARY DESIGN

EXTERNAL DATA TURN-AROUND DOCUMENT

District No.

District Name:
Address:
City, State, Zip:
Superintendent:
Phone:

Current Year	Elementary	Secondary
Number of Schools		
Number of Teachers		
Number of Student Teachers		
Number of Pupils		

3. Description of Data Bases

On the pages that follow, the layout of the data bases as used in the system is presented. Like the other information in this document, the data bases are preliminary only and subject to modification.

DATA BASE #1

PRELIMINARY SCHOOL DATA BASE

FIELD NO.	DATA ELEMENT	POSITIONS
01	SCHOOL DISTRICT NUMBER	4
02	T.E.C. NUMBER	4
03	SCHOOL NUMBER	4
04	DEPARTMENT NUMBER	4
05	FUTURE USE	4
06	FUTURE USE	4
07	SCHOOL NAME	30
08	SCHOOL ADDRESS	30
09	SCHOOL CITY - STATE - ZIP - PHONE NUMBER	30
10	PRINCIPAL'S NAME	30
11	BUILDING CONTACT COORDINATOR'S NAME	30
12	CENTER COORDINATOR'S NAME	30
13	GRADE LEVELS (FROM - TO)	4
14	TOTAL NUMBER OF PUPILS	5
15	TOTAL NUMBER OF TEACHERS	4
16	FUTURE USE	4
17	" "	4
18	" "	4
19	" "	4
20	COLLEGE OR UNIVERSITY NUMBER	4
21	COLLEGE SUPERVISOR'S NAME	30
22	NUMBER OF STUDENT TEACHERS ASSIGNED FOR CURRENT YEAR OR TERM	2
23	NUMBER OF STUDENT TEACHERS EXPECTED TO BE ASSIGNED NEXT YEAR OR TERM	2
24	NUMBER OF COOPERATING TEACHERS	2
25	NUMBER OF PUPILS TAUGHT BY STUDENT TEACHERS	5
26	COLLEGE CLUSTER GROUPING	4
30, 40, 50, 60	SAME AS 20	16
31, 41, 51, 61	" " 21	120
32, 42, 52, 62	" " 22	8
33, 43, 53, 63	" " 23	8
34, 44, 54, 64	" " 24	8
35, 45, 55, 65	" " 25	20
36, 46, 56, 66	" " 26	16

DATA BASE #2

PRELIMINARY COLLEGE OR UNIVERSITY DATA BASE

FIELD NO.	DATA ELEMENT	POSITIONS
01	COLLEGE OR UNIVERSITY NUMBER	4
02	COLLEGE OR UNIVERSITY NAME	30
03	COLLEGE OR UNIVERSITY ADDRESS	30
04	COLLEGE OR UNIVERSITY CITY-STATE-ZIP	30
05	HEAD OF EDUCATION DEPARTMENT	30
06	PHONE	7
07	FIRST YEAR ENROLLMENT	6
08	SECOND YEAR ENROLLMENT	6
09	THIRD YEAR ENROLLMENT	6
10	FOURTH YEAR ENROLLMENT	6
	ASSIGNED TO TEACHER EDUCATION CENTERS	
11	FIRST YEAR STUDENTS	6
12	SECOND YEAR STUDENTS	6
13	THIRD YEAR STUDENTS	6
14	FOURTH YEAR STUDENTS	6
	ASSIGNED TO SCHOOLS THAT ARE NOT TEACHER EDUCATION CENTERS	
15	FIRST YEAR	6
16	SECOND YEAR	6
17	THIRD YEAR	6
18	FOURTH YEAR	6

DATA BASE #3

PRELIMINARY PERSONNEL DATA BASE

FIELD NO.	DATA ELEMENT	POSITIONS
01	NAME: LAST, FIRST, MIDDLE	30
02	TITLE	20
03	SCHOOL OR COLLEGE AFFILIATION	30
04	EMPLOYER	30
05	BUS ADDRESS LINE 1	30
06	BUS ADDRESS LINE 2	30
07	BUS CITY, STATE, ZIP	30
08	BUS PHONE	30
09	HOME ADDRESS LINE 1	30
10	HOME ADDRESS LINE 2	30
11	HOME CITY, STATE, ZIP	30
12	HOME PHONE	7
13	MAIL TO: 1 = BUS 2 = HOME	1
14	EXPERIENCE (SEE CODES)	20
15	ANALYSIS CODE (TYPE OF WORK AND INTERESTS)	20
16	MAILING LABEL CODES	5

DATA BASE #4

PRELIMINARY EXTERNAL DATA BASE

FIELD NO.	DATA ELEMENT	POSITIONS
01	DISTRICT NUMBER	4
02	DISTRICT NAME	30
03	ADDRESS	30
04	CITY, STATE, ZIP	30
05	SUPERINTENDENT	30
06	PHONE	7
07	NUMBER OF SCHOOLS - SECONDARY	4
08	NUMBER OF TEACHERS - ELEMENTARY	5
09	NUMBER OF TEACHERS - SECONDARY	5
10	NUMBER OF STUDENT TEACHERS - ELEMENTARY	4
11	NUMBER OF STUDENT TEACHERS - SECONDARY	4
12	NUMBER OF PUPILS - ELEMENTARY	6
13	NUMBER OF PUPILS - SECONDARY	6

4. Reports

The main objective of this system is to allow pertinent information about teacher education centers to be assembled and distributed to all participating colleges, universities and schools. There are four distinct sets of reports forthcoming from the system.

a) Department, school, center, district, and areawide summary.

In this set of reports information is presented starting with departments, schools, centers and districts and then summarized for the metropolitain area. The system is designed to accommodate the grouping of departments, schools and centers in whatever way the district sees fit.

b) Center cluster, college or university summary.

In this set of reports information is summarized in whatever way the college would like to have it presented. Colleges and universities have the option to group their activities in whatever ways are most appropriate for them.

c) Personnel reports.

There are three types of reports on personnel forthcoming from the system. The first is an alphabetical name and address directory similar to the faculty directory of colleges and school districts. The second is a listing of personnel who are affiliated with various schools, center districts and colleges. A third report presents a listing of individuals who are interested in sharing their experiences and knowledge in certain areas of competence.

In addition to the three reports, there will be mailing labels produced in order that communications between various kinds of personnel involved in centers can be facilitated.

Report Format #1

PRELIMINARY DESIGN

DEPARTMENT, SCHOOL AND CENTER

School:

Address:

City, State, Zip:

Principal:

Contact:

Center Coordinator:

District Name:

Grade Levels:

Number of Pupils:

Number of Teachers:

Expected Number of Cooperating Teachers-Current Year:

Number of Pupils Taught By Student Teachers:

College/University	College Supervisor	Actual # Student Teachers Placed Last Year	Expected # Of Student Teachers to be Placed Current Year
XXXXXXXXXXXX	XXXXXX	XX	XX
XXXXXXXXXXXX	XXXXXX	XX	XX
XXXXXXXXXXXX	XXXXXX	XX	XX

Report Format #2

SCHOOL DISTRICT SUMMARY

District Name:

Address:

City, State, Zip:

Phone:

Superintendent:

Contact:

COLLEGE PLACEMENT DATA

College/University	Contacts	Actual # Placed Last Year	Expected to Be Placed 1972-1973
XXXXXXXXXXXX	XXXXX, XXXXX, XXXXX, XXXXX	XX	XX
XXXXXXXXXXXX	XXXXXXX, XXXX	XX	X

STATISTICAL DATA:

	Elementary	Secondary	Total
Number of Pupils	X,XXX	X,XXX	X,XXX
Number Taught by Student Teachers	XXX	XXX	XXX
Percent Taught by Student Teachers	XXX%	XXX%	XXX%
Number of Teachers	XXX	XXX	XXX
Number Working with Student Teachers	XXX	XXX	XXX
Percent Working with Student Teachers	XX.X%	XX.X%	XX.X%

	Elementary	Secondary	Total
Number of Schools	XX	XX	XXX
Number Used for Center Activities	XX	XX	XXX
Percent Used for Center Activities	XX.X%	XX.X%	XX.X%

Report mat #3

METROPOLITAN AREA SUMMARY

Number of:	Elementary	Secondary	Total
Schools in County			
Schools in Participating Districts			
Participating Schools			
Teachers in County			
Teachers in Participating Districts			
Teachers Involved in Centers			
Student Teachers in County			
Student Teachers in Participating Districts			
Student Teachers in Centers			
Pupils in County			
Pupils in Participating Districts			
Pupils in Centers			

	Elementary	Secondary	Total
Participating Schools as Percentage of:			
Schools in County			
Schools in Participating Districts			
Teachers in Centers as Percentage of:			
Teachers in County			
Teachers in Participating Districts			
Student Teachers as Percentage of:			
Student Teachers in County			
Student Teachers in Participating Districts			
Pupils in Centers as Percentage of:			
Pupils in County			
Pupils in Participating Districts			

College/University Placements

College/University	Actual 1971-1972	Expected 1972-1973
XXXXXXXX	XX	XX
XXXXXX	XX	XX
Totals	XX	XX

Report Format #4

COLLEGE/UNIVERSITY CLUSTER REPORT

COLLEGE NAME:

Cluster A:

Name of Departments, Schools, Centers in Cluster: XXXXXXXXXX
XXXXXXXXXX
XXXXXXXXXX

	Actual Number Placed Last Year	Expected For Current Year
Total Student Teachers From all Colleges	XX	XX
Total Number from this College	XX	XX
Percent	XX%	XX%

Other Colleges/Universities Involved in this Cluster:

College/University	Supervisor		
XXXXXXXX	XXXXXX	XX	XX
XXXXXXXX	XXXXXX	XX	XX
XXXXXXXX	XXXXXX	XX	XX

Cluster B:

(Same Format as Cluster A)

Report Format #5

COLLEGE/UNIVERSITY SUMMARY

College Name:
Address:
City, State, Zip:

Districts	School/Center Name
XXXXXX	XXXXXXXXX
XXXXXX	XXXXXXXXX
XXXXXX	XXXXXXXXX

Chief Education Officer:

	Last Year			Current Year		
	Elementary	Secondary	Total	Elementary	Secondary	Total
Total Number of Schools in Partner School Districts	XX	XX	XX	XX	XX	XX
Number of Schools We are in	XX	XX	XX	XX	XX	XX
Total Number of Pupils in Schools We are in	XX	XX	XX	XX	XX	XX
Total Student Teachers-All Colleges-in Schools We are in	XX	XX	XX	XX	XX	XX
Number of Our Student Teachers in Centers	XX	XX	XX	XX	XX	XX
Total Number of Our Graduates	XX	XX	XX	XX	XX	XX
Total Education Enrollment (excluding Student Teacher)	XX	XX	XX	XX	XX	XX
Number of Pre-Student Teachers in Centers	XX	XX	XX	XX	XX	XX

Report Format #6

PERSONNEL DIRECTORY

ADAMS, JANE: Teacher, Science, 11-12; Coordinator, Heights Teacher Education Center

WORK: Heights High School
11121 Oak Street
Heights, Ohio 44111

241-2029

*HOME: 1121 Orchard Lane
Heights, Ohio 44122

243-7583

*PREFERRED MAILING ADDRESS

EXPERIENCE: Student Teaching Seminars, Value Clarification, Media Utilization

MOST EXPERIENCE: Value Clarification

PARTICIPATION: Helping other centers get started, Resource Sharing, Seminar Improvement

OF MOST INTEREST: Helping other centers get started

Report Format #7

PERSONNEL LISTING BY INSTITUTION

```
INSTITUTION:  School District A

              School:   School #1

                        XXXXXXXXXXXXXX    XXXXXXXXXXXX          XXXXXXXXXX
                        XXXXXXXXXXXXXX    XXXXXXXXXXXX          XXXXXXXXXX

              School:   School #2

                        XXXXXXXXXXXXXX    XXXXXXXXXXXX          XXXXXXXXXX
                        XXXXXXXXXXXXXX    XXXXXXXXXXXX          XXXXXXXXXX

INSTITUTION:  School District B

              School:   School #1

                        XXXXXXXXXXXXXX    XXXXXXXXXXXX          XXXXXXXXXX
                        XXXXXXXXXXXXXX    XXXXXXXXXXXX          XXXXXXXXXX

              School:   School #2

                        XXXXXXXXXXXXXX    XXXXXXXXXXXX          XXXXXXXXXX
                        XXXXXXXXXXXXXX    XXXXXXXXXXXX          XXXXXXXXXX

INSTITUTION:  College A

                        XXXXXXXXXXXXX     XXXXXXXXXXXX          XXXXXXXXXX
                        XXXXXXXXXXXXX     XXXXXXXXXXXX          XXXXXXXXXX

INSTITUTION:  College B

                        XXXXXXXXXXXXX     XXXXXXXXXXXX          XXXXXXXXXX
                        XXXXXXXXXXXXX     XXXXXXXXXXXX          XXXXXXXXXX
```

Report Format #8

PERSONNEL LISTING BY EXPERIENCE AND INTEREST

(* indicates those with most experience/interest)

```
EXPERIENCE CATEGORY

     Initiating Centers

          XXXXXXXXX              *XXXXXXXX              XXXXXXXXX
          XXXXXXXXX               XXXXXXXX              XXXXXXXXX

     In-Service Programs

          XXXXXXXXX               XXXXXXXX              XXXXXXXXX
          XXXXXXXXX               XXXXXXXX              XXXXXXXXX
________________________________

INTEREST CATEGORY

     In-Service Improvement

          XXXXXXXXX               XXXXXXXX             *XXXXXXXXX
         *XXXXXXXXX               XXXXXXXX              XXXXXXXXX

     Seminar Improvement

          XXXXXXXXX               XXXXXXXX              XXXXXXXXX
          XXXXXXXXX              *XXXXXXXX              XXXXXXXXX
```

5. Pre-Implementation Activities

Prior to implementing the preliminary design presented in this document, additional steps need to be taken to finalize the systems design prior to programming.

Activity List - Things To Do Prior to Implementation

1. Finalize the design of the output reports.
2. Finalize the design of the data base.
    - a. School/center
    - b. college
    - c. personnel
    - d. external
3. Finalize the design of the input forms (use turnaround concept).
4. Revise flow charts as needed.
5. Identify each computer run (from flow chart).
6. Develop program specifications for each computer run.
    - a. description of program
    - b. input specification
    - c. output specification
    - d. logic specifications
7. Write and test programs.
    - a. prepare detail logic chart
    - b. review logic chart
    - c. write program
    - d. test program
    - e. systems test (all programs at one time for entire system)
8. Write necessary procedures.
    - a. System Management Procedures
        - 1) Mailing forms to be updated (Personnel, Schools & Colleges)
        - 2) Updating external data
        - 3) Reviewing completed forms and necessary follow-up
        - 4) Submitting and control of forms for keypunching
        - 5) Requesting computer runs
        - 6) Coordinating the printing and distribution of final reports
        - 7) Forms inventory
    - b. Data Processing Procedures
        - 1) Keypunch
        - 2) Computer operations
        - 3) Distribution of printed output and retention of computer tapes, etc.

6. Future Additions

The system outlined in this document can be viewed as providing minimal, basic information regarding teacher education centers. A more sophisticated system would include some or all of the following features:

> Student Teachers. Additional data regarding student teacher characteristics, coupled with temporary and permanent addresses would permit the monitoring of the effect of teacher education centers on performance in subsequent teaching assignments.
>
> Pre-Student Teaching Experiences. As centers develop it is likely they will move more heavily into pre-student teaching experiences. When this occurs, information regarding these experiences could be added to the system.
>
> Community. The system as it stands has no provisions for incorporating information regarding community characteristics. Such information would be a logical extension of data already in the system.
>
> Pupils. A comprehensive picture of the entire center (rather than only the student teaching aspects) would have to include additional information about the pupils serviced by the center.

V. Implications for Use in other Geographic and Educational Areas

The system described herein is scheduled to be implemented during the year 1972-1973 in Greater Cleveland. This preliminary document, in addition to being of use to those in the Greater Cleveland area could also be of use to those who might be working on similar kinds of problems in other parts of the country. While it is not a finished operating system, nevertheless, it could save a substantial amount of energy and time and money of those who might be interested in modifying the system described herein for their own purposes. Examples of two uses of this document are described below:

Example #1 - Use by One Major University for Monitoring Its Teacher Education Center Activities.

While the system described herein was developed for a multi-university/multi-school district setting, the system could also be used by one institution of higher education to keep track of the development of its own teacher education centers with a variety of school districts. With relatively minor modifications the system described in this document could be modified to account for the unique operating and geographical characteristics of such a university.

Example #2 - As a Model for Information Sharing for Purposes Other than Teacher Education Centers.

Consider the following hypothetical case: A governmental funding source has provided funds to a school district located in City A for a project to individualize instruction. The conditions of the funding were that this large urban school district involve the smaller suburban districts in the innovative activities as well as involving both local colleges and universities and colleges and universities which may be geographically distant. The purpose of the plan is to improve the individualization of instruction in elementary and secondary schools.

Twelve school districts expressed interest in participating in the project with an average of 2 schools each. The City A School District plans to involve 25 of its own schools in the operation. Some of the local colleges and universities have already been working with some of the interested school districts in various activities related to individualization. In addition, under terms of the grant, funds will be made available to secure the assistance of the department of education of the State University, located in Capital City as well as consulting assistance from a prestigous institution of higher education located in the East.

> The essential problem then is one of finding out exactly who is doing what, what resources are available from each of the institutions of higher education and each of the school districts, and then sharing that information for the good of all of those participating in the project. This preliminary system design would be of use as a model for designing a system to meet the needs of the individualization project. Many of the basic procedures presented herein can be followed. The input and the output forms as well as a report format would need to be modified to focus on individualization rather than teacher education centers.

Members of the Greater Cleveland Teacher Education Centers Coordinating Committee would be happy to share on a personal basis their experiences with this approach. They can be reached by contacting the chairman, Teacher Education Centers Coordinating Committee, c/o Cleveland Commission on Higher Education, 1367 East Sixth Street, Cleveland, Ohio 44114 -- Phone: Area Code 216 241-7583.

Script to Accompany Audio Tape/Slide Presentation

THE TEACHER EDUCATION CENTER:
A BRIDGE TO EDUCATIONAL EXCELLENCE

produced for the

Cleveland Commission on Higher Education

Slide 1. Cleveland Commission Logo (Adjust your projector using this slide).

Slide 2. Black (Use this slide while you wait for the audio to begin).

DIRECTIONS: Advance the slide on the CAPITALIZED words.

THE [slide 3] teaching profession is a large and complex endeavour. Its effectiveness is related to the quality of certain fundamental human INTERACTIONS [4] we call teaching-learning situations. Critics of educational institutions claim there are PROBLEMS [5] if not serious defects in some of these interrelationships. Such as the inefficiency and ineffectiveness of the student-teacher INTERACTIONS. [6] Most of us agree though that the master teacher is one who enables each student to learn the skills, KNOWLEDGE, [7] and attitudes necessary for a satisfying, functional life as an individual .... and as a contributing member of our multi-cultural society. But, MASTER TEACHERS [8] are not usualy self-generating... they are the products of long-term, comprehensive, professional development which is achieved only through effective partnership between schools and COLLEGES. [9]

The Cleveland Commission on Higher Education and The Cuyahoga County School Superintendents' Association took an initial step toward the development of a true partnership in teacher education. In 1964, with a grant from the Martha Holden Jennings and CLEVELAND [10] Foundations, the Commission conducted a study entitled "Toward Improved Teacher Education in Greater Cleveland".

Among the several specific recommendations made by the STUDY-TEAM [11] members were a number directed to improving student teaching experiences. To further explore this area, the Cleveland Commission on Higher Education ORGANIZED [12] a consortium of local schools and colleges to examine and suggest ways to strengthen student teaching programs. These initial activities known as the student teaching IMPROVEMENT [13] project, were supported by a research grant from the United States Office of EDUCATION [14]. Through this funding, a three-year program of research, innovation, and evaluation in improving teacher education was INITIATED [15]. This effort created a firm base for the cooperation among area colleges of education school systems, and communities in improving student teaching.

From such COOPERATION [16] and with the support of the Martha Holden Jennings Foundation came the SITE Project...Stimulating Innovative Teacher Education. Underlying project activities were THREE [17] basic objectives: Building bridges between colleges and schools ... ENCOURAGING [18] the use of innovations in teacher education ...AND [19] upgrading the teaching profession. Growing out of these initial SITE efforts were two CONCRETE [20] actions: A series of conferences among school and college educators to explore specific concerns in teacher education ... AND [21] the establishment of teacher education centers. These CENTERS [22] represent cooperative ventures between schools and colleges in Greater Cleveland. Through the CHANNEL [23] of the teacher education center, many educators see a direct, positive means for improving the educational experiences of the student teacher, as well as effective in-service activity ... and both are directed toward improving learning in PUPILS [24].

But . . . What is a Teacher Education Center? Toward the end of the Student Teacher Improvement Project, those involved realized that the establishment of teacher education CENTERS [25] in Cleveland could best be accomplished through a metropolitan-wide cooperative relationship between schools and colleges. This perspective came at a time when the teacher education CONCEPT [26] was being recognized on the national level by the Association of Teacher Educators, The American Association of Colleges for Teacher Education, and the United States Office of Education. In 1970 [27], Dr. Raymond A. LeGrand produced an initial working paper on a Conceptual Model for Teacher Education Centers in Cleveland. This paper listed several center CHARACTERISTICS [28] ... organizing laboratory experiences at the pre-service and student teaching level to utilize the competencies of both school and college PERSONNEL [29] ... promoting inter-institutional cooperation in training teachers at both the pre-service and in-service STAGES [30] ...encouraging a diversity of innovative approaches contributing to the educational needs of the STUDENTS [31] being served ... creating environments to end the separation between colleges and schools in providing for the growth of professionals in each AREA [32] sharing responsibilities and concerns through cooperative decision-making and use of RESOURCES [33] ... and improving the instructional process by introducing new and improved approaches in the classroom through pre-service and in-service programs for TEACHERS [34]. Rather than being complete, these objectives served as starting points or initial guidelines and formed the basis for schools and colleges to begin to transform their conventional student teaching activities by incorporating some of the characteristics of centers.

In 1970 and 1971, FIVE [35] modest planning grants were made to various pairings of schools and colleges who pledged to enter into serious partnership negotiations. Simultaneously a number of unfunded PAIRINGS [36] also developed.

Some 30 such innovative approaches are now developing in the Greater Cleveland area. The CENTERS [37] are characterized by a variety and a diversity in their organization and operation, INCLUDING [38] the basic decision-making process, the educational EXPERIENCES [39] offered the student teachers, and the SPECIFIC [40] use of all center personnel. This diversity is a major STRENGTH [41] of the centers in Cleveland. Indeed, during the early development of the centers, each assumed different configurations to better serve the needs of the cooperating schools and colleges. In order to EXCHANGE [42] information and share experiences among the various centers, a committee was formed with one member from each center... thus, effective communication among the Cleveland centers was INSTITUTED [43]. Through this exchange of information and resources, several center commonalities began to emerge from the seemingly DIVERSE [44] centers ... a cooperation between colleges and schools to provide the best educational experiences and EXPERTISE [45] to students ... an internal decision-making process which permits the participation of all center PERSONNEL [46]. A team concept in which the student teachers can learn from, and share experiences with, each OTHER [47]. An emphasis on seeking innovative experiences for the student TEACHER [48]. A physical location ... perhaps an entire school or several schools ... serving as a nucleus and conceptual focal point for the center activities ... AND [49] a center coordinator. He assumes a crucial role in the teacher education center by DETERMINING [50] and seeking to fulfill the educational in-service needs of the center teachers ... AND [51] maintaining the validity of the student-teacher/practicing teacher EXPERIENCE [52].

The teacher education center's coordinating committee has further identified common NEEDS [53] in the areas of training ... information and resource sharing ...

and feedback and evaluation. To accommodate these needs, the committee is coordinating the DESIGN [54] of a training support system which focuses on pre-service and in-service training, and which includes the orientation of school administrators and college FACULTIES [55]... A resource identification and sharing system to permit the maximum utilization of human and other resources ... AND [56] a feedback system to permit the monitoring of student teacher and cooperating personnel attitudes, expectations, and experiences in the CENTERS [57]. Central staff support and outside financial assistance would be withdrawn as these supporting systems become OPERATIONAL [58].

It is expected that more teacher education centers will be added to this Greater Cleveland NETWORK [59]. Each would represent a genuine partnership between schools and colleges for ongoing professional education personnel DEVELOPMENT [60]. Through all of the apparent diversity of the various teacher education centers, there is a basic unifying GOAL [61] ... the willingness to COOPERATE [62] and use innovative APPROACHES [63] to improve the quality of teacher education.

(Slides 64-68 Credits)

APPENDIX E

COMPUTER-BASED FEEDBACK QUESTIONNAIRE SYSTEM

A Summary Commentary on the 1971-72 Feedback Data is included below followed by examples of the reports. Copies of preliminary revisions of four questionnaires which have been subsequently revised and are now being printed for 1972-73 are also included.

III. An Evaluation of Greater Cleveland Teacher Education Centers

by

Dr. Rae Rohfeld

Introduction

In March, 1972 the Teacher Education Centers Coordinating Committee, associated with the Cleveland Commission on Higher Education, conducted a questionnaire study of student teachers, cooperating teachers and Teacher Education Center Coordinators in 17 Greater Cleveland centers. For most centers, this was the second year of operation. The purpose of the study was both to assess the current quality of teacher education in the centers and to test and refine some tools to be used for yearly evaluation of the centers. From the earliest period of the center movement one of the concerns has been the necessity of developing an evaluation system. This report will analyze the composite data on centers obtained through the questionnaires, and discuss the implications of the data in both areas of concern: the teacher education process and the center evaluation process.

Separate questionnaires were sent to center coordinators, cooperating teachers, and student teachers. They were returned by 17 coordinators, 116 cooperating teachers, and 94 student teachers.

The Teacher Education Process

A. The Development of TEC Characteristics

Do we really have Teacher Education Centers? A number of questions relate to the extent to which the student teaching environments are becoming actual teacher education centers. The data casts light on five TEC characteristics.

1. School-college partnership in teacher education

The partnership approach is central to the concept of a teacher education center, and shared decision-making might be viewed as the essence of such a partnership. In response to question 11 in the coordinators' questionnaire, 70.6% reported that the college or university and school have a mechanism for cooperatively determining general policy. Only 25% of those responding "yes" think the mechanism is extremely useful; the remainder find it "somewhat useful."

In regard to specific decisions, 58.8% of the coordinators report that they assign student teachers to cooperating teachers,[1] either on their own or in cooperation with others, and 53% report that cooperating teachers were chosen either by center coordinators or jointly by school and college personnel.[2] 69% of the cooperating teachers said expectations of them were jointly determined by school and college.[3] Since the center coordinators theoretically represent the school and college jointly, their responsibilities, decisions, and activities may be regarded as representing the partnership. (This assumption might be limited somewhat by the fact that 53% of the coordinators are paid entirely by the colleges and only 11.8% clearly indicate shared contributions to their salaries).[4] On the other hand, when we come to coordinator's question 18, "Who makes decisions about student teaching?" only 35.3% report the decisions are shared equally; 35.3% state the college, mainly, makes them, and 23.5% say the school personnel are mainly responsible.

It appears that the centers could profitably examine the issue of the school-college (or university) partnership, focussing on the question, "What is the nature of the teacher education partnership?"

2. Breadth and Variety of Experience

The main information on breadth and variety of training experience comes from questions 7 and 27 - 30 in the student teacher questionnaire which deal with the number and grade levels of teachers with whom student teachers have contact. 42.6% of the students indicate that only one teacher helps them; 33% report two help them. Still, 60.7% of the students say they work with other teachers frequently or very frequently. The work is almost always on one grade level, however, for only 27.7% say they work with other grade levels frequently or very frequently. The responses show only a little more variety when it comes to studying other experiences--59% say they study other teachers frequently or very frequently, but only 33% study other grade levels as often. Perhaps as a result of this limited exposure, 83% of the student teachers want to teach the same age group when they get jobs.[5]

3. Clustering students to build a community

A center is envisioned as an environment in which enough students may be grouped to 1) provide peer group support and sharing, and 2) to warrant the full time commitment of a college faculty member. Among center coordinators, 53% report centers training 6-10 students per term, and 35% report centers training 1-5 students per term. Only 11.8% (2 centers out of 17) had more than 10 student teachers per term.[6] Centers might wish to consider what the optimal size is for meeting their goals.

4. Roles of center staff members

In the center concept one expects college faculty members to view themselves as trainers of trainers, working through cooperating teachers to train student teachers. Cooperating teachers should in turn view themselves as teacher trainers. The survey did not question subjects about their role perceptions, but their activities and training has some bearing on identifying the respective roles. Among center coordinators, 64.7% have had no training for the coordinator's position; of those who have had training, 50% found it extremely helpful and 33.3% found it somewhat helpful.[7] 53% of the coordinators report that they plan and implement the in-service programs in the school related to student teaching, and 82% say they hold seminars for cooperating teachers.[8] What occurs in these sessions is not clear, however, for 63.8% of the cooperating teachers say they were not trained for supervision,[9] and 26.7% of the cooperating teachers suggest training for cooperating teachers as the most effective contribution universities could make to help them be more effective professionals.[10] While many felt a need for training, 51% of the cooperating teachers either could not say what they were unprepared for or did not feel they were unprepared for any aspect of their responsibility to student teachers,[11] and 69.1% of the student teachers thought their cooperating teachers were extremely competent with them.[12]

5. Teacher education continuum

A strong point of the center concept is that it can provide an environment for teacher education from pre-student teaching field work through student teaching to in-service education for professional teachers and administrators. The questionnaires did not deal with pre-student teaching activities, but the number of times the need for earlier field experience was mentioned indicates that most centers do not focus on these activities. On the other end of the continuum, 41% of the coordinators say they provide in-service not related to student teaching[13] but in responding to what major thing the colleges could do to help the coordinators be more effective, the suggestion they made most often (23.5%) was "provide more meaningful inservice".[14] The same suggestion was made by 10.3% of the cooperating teachers, and represented their second-highest choice, after training as cooperating teachers.[15] The ability to utilize the teacher education center for training at all levels may depend to a great extent on clarification of the nature of the school-college partnership mentioned in item one.

B. The Student Teaching Experience

1. Student Teacher Satisfaction

Students overwhelmingly liked their student-teaching experience, with 66% answering they "definitely" liked it, and 25% answering "somewhat".[16] What they liked best about it was their cooperating teacher; this was offered as the best liked aspect by 37% of the respondees.[17] They found the cooperating teacher to be extremely helpful (72.3%), extremely competent in teaching (75.5) and extremely competent with the student teacher (69.1%).[18] 92.6% felt that the amount of responsibility given to them was just about right.[19] As one would expect, the need for more training for cooperating teachers was felt by the cooperating teachers themselves or by the center coordinators, but never suggested by the students.

2. Coordinators' time commitment

In operating the centers, 35.3% of the coordinators report spending up to 20% of their time on duties related to student teachers and/or cooperating teachers, and another 35.3% of the coordinators report spending 20 to 40% of their time on these duties.[19] Coordinators tend to see this time as insufficient, for, when asked what one thing the school could do to help them be more effective, 23.5% answered that it could provide more release time, and 17.6% said that it could provide more time to work with student teachers and cooperating teachers.[20]

3. The Field Experience Component

One change which all three groups agreed on was the need for more and better field experience to start earlier in the students' education. As one student put it, "Student teachers [should] be more prepared in practical matters before stepping into the classroom".[21] A cooperating teacher thought earlier classroom exposure was important because, "a student should be in the position earlier in his schooling to determine if teaching is what he truly wants and can do. ..."[22] Testing one's interest and developing more practical competence were commonly cited reasons for wanting earlier field experience. Earlier field experience is also supported by students' responses on the utility of their education courses. 36.2% said the courses were somewhat helpful, 21.3% were neutral about them, and only 14.9% found them extremely helpful.[23] On the other hand, after entering student teaching, 61.7% of the students found the content of the education courses more meaningful.[24] This result indicates that the field experiences and methods courses reinforce each other. Bringing them into a closer relationship might increase the satisfaction with the total teacher education process.

4. Competence in student teaching

At the start of student teaching, 39.7% of the cooperating teachers found their student teachers very well prepared; 23.3% thought they were somewhat well prepared, and 22.4% gave a neutral response.[25] While 95.7% of the students felt competent in content[26] only 31% of the cooperating teachers found them extremely knowledgeable in subject matter, and 52.6% found them somewhat competent.[27] In relating to kids, 43.1% of the cooperating teachers found their students extremely good and 34.5% thought they did fairly well.[28] They saw them relating slightly better to adults, with 49.1% responding "extremely well" and 34.5% "fairly well."[29] These responses may relate to the above considerations concerning prior preparation, and the positive responses might be increased by earlier field experience and counselling of education majors.

5. Seminars

The seminar is required with student teaching but while 66% of the students definitely liked student teaching, only 6.4% found the seminars extremely useful, and only 22% felt they were able to share experiences heavily with other student teachers. 50% felt they shared experiences a moderate amount, and 27% felt they had no opportunity to share experiences. 59.6% thought the seminar somewhat useful, and 33% said it was not at all useful.[30] In other words, in regard to both sharing opportunities and utility, the number of students reporting no benefit exceeded the number reporting heavy benefits.

The individual center data gives some indication that on-site seminars are more successful than seminars at the college--possibly because the on-site seminars involve students at only one location and can focus more directly on a shared experience. On the other hand, there is a good deal of variation in responses among the different on-site seminars.

6. Effect of Student Teaching Experience

By and large the student teaching experience tends to confirm or intensify prior expectations. 69.1% of the student teachers found the schools as they expected,[31] and their concept of kids unchanged.[32] Largest changes came in the student teachers' concepts of themselves, where 30.9% found themselves more confident,[33] and in the concept of teaching, where 25.5% found it more demanding[34] than they had expected. Cooperating teachers were also confirmed in their educational philosophies. 16.4% did not respond to the question on how their philosophies had changed, 45.7% said there was no change, and 12.1% thought the experience with student teachers had broadened their philosophies.[35]

C. Meeting Professional and Community Needs

1. The Communities receiving new teachers.

The Teacher Education Centers studied are preparing students to teach in suburban schools. 76.6% of the student teachers are in suburban schools, 13.8% in urban schools, and 5.3% in inner city schools.[36] These are much like the elementary and secondary schools they attended: 55.3% went to suburban schools and 25.5% went to urban, non-inner city schools.[37] The students wish to stay in similar schools: 55.3% prefer suburban teaching jobs, 16% prefer urban, non-inner-city jobs, and only 4.3% seek inner-city teaching positions.[38] Both the students and their cooperating teachers consider the new teachers best prepared for suburban schools and then, in order, they are prepared for urban, rural, and inner city situations. Cooperating teachers find fewer students "very well prepared" than students report in every category.[39]

The largest number of students (37.2%) chose their schools because they were convenient and they liked them. 30.9% had no choice.[40] Only a few chose the school because of a training goal, such as wanting an open school. A few students wanted a particular cooperating teacher. One did choose an inner-city school because he wanted that experience, and another chose the only school approved of by the university that had majority black student population.[41] If needs for non-suburban schools are going to be met, the students will obviously require a heavy amount of planned exposure to inner-city and rural schools and encouragement to take student teaching in such schools.

2. Community Relations

Despite increasing interest in community schools and community participation in the schools, only 18% of the student teachers are extremely aware of community resources, and 22% are not at all aware.[42] This contrasts markedly with the 50% who are extremely familiar with resources in their schools.[43] This suggests the need for further exploration of school-community relationships within the teacher education process.

D. Implications for Action

1. Center staffs (coordinator, cooperating teachers, and related school and college personnel) should define more clearly the Teacher Education Center model they are working toward. They should consider particularly the nature of the partnership they desire, the respective roles of center staff members, and the optimal size of the center. The Cleveland Commission on Higher Education could support this effort by providing resources--written or personal--on alternative models and their implications.

2. Considerable attention and planning should be given to starting significant classroom experiences as early as the freshman year. Methods courses should be revised and correlated with the field experience. These field experiences could provide a basis for students to choose student teaching assignments with more consideration of their personal learning goals instead of depending on less educationally signficant criteria, such as convenience.

3. In as much as the student teaching experience appears to set expectations and preferences, consideration should be given to expanding student teacher experiences in regard to grade levels, teaching styles, and learning environments. Special efforts should be made to develop centers with inner-city schools. The Cleveland Commission on Higher Education could help seek inner-city sites and help establish school-college relationships.

4. Centers should reexamine their seminars and find ways to relate them to student teacher needs. One approach which they should consider are on-site seminars planned by the student teachers.

5. Means should be developed to involve community people in the center and to involve student teachers in the community--at least to the extent that the students can use community resources in their teaching.

The Center Evaluation Process

A. The Questionnaires

Some changes in the questionnaires would clarify the meaning of questions, simplify tabulation, and assure that the tabulations accurately reflect the individual answers.

The following general principles should guide revision of the three questionnaires:

1. The center concept should be reflected in questions and in answer choices. Many questions force distinctions between school and college or university without providing for "center" as an alternative. Also, some of the questions are difficult for centers where students and cooperating teachers are in other than a 1:1 relationship.

2. In questions where answers fall on a scale, the scale should be revised from a point on a line to a choice of words which will be maintained in the tabulation.

3. Open-ended questions should be avoided as much as possible, since the information they provide is difficult to group and utilize for purposes of improving teacher education. While open-ended questions might be justified in the first questionnaire in order to establish a list of meaningful choices, future questionnaires should be designed to force choices. Open-ended questions could continue to be used when new questions are being tested as additions to the questionnaire; the following year the new question would be incorporated as a forced choice question with the selection of the choices coming, at least partly, from the previous year's answers.

4. The next questionnaires might well reflect the view of one student teacher who said, "Terms such as 'kids' and 'flunky' don't sound very good."

An appropriate role for the Cleveland Commission on Higher Education would be to revise the questionnaires yearly, with the advice of The Teacher Education Centers Coordinating Committee. In addition, the Commission should distribute the questionnaires, when directed by the TECCC; evaluate the collective data; and circulate the tabulations and over-all evaluation report.

2. Center Evaluation of the Data

Each center must feel confident of its goals,--of the model it has set for itself--in order to have criteria by which to judge the data provided by the questionnaires. This is another reason for individual centers to spend some time focusing on self-definition. Where discrepancies between goals and reality occur, the center needs to find means to bring them closer together. Before the staff can decide on a plan of action, more information may be necessary. Part of the analysis, therefore, involves determining what further information the individual center needs and how it should obtain that information.

Most of the data will not be useful for program improvement until the center personnel can answer the questions, "What does it mean?" or "Why is it this way?" as well as, "Is this what we want to happen?" For example, why do most student teachers want to continue teaching in schools and grades similar to those of their student teaching experience? Is it because they chose their student-teaching experience based on strong knowledge of themselves and the schools, or is it because their student-teaching class is all they know? Or, to take another example, is it desirable that, for many students, their concept of themselves did not change during student teaching? Were they so well-aware of themselves before, or did they simply not receive any help toward increasing self-knowledge. Likewise, is it a strength or a weakness that the educational philosophies of cooperating teachers did not change as a result of working with a student teacher? A desirable outcome in the data cannot be accepted at face value; it is truly desirable only if it is the product of underlying conditions desired by the center.

Once the center identifies necessary changes, it enters into a new program planning phase. It might wish to go beyond its current personnel for help in program improvement. For instance, if the problem involves how to make the seminar more useful, past or present students should help plan improvements. Perhaps the students should run the seminar, or at least participate in its organization. If the center wants to work on its relationships with the community, then community people should participate in program planning. Thus regular evaluation becomes a recurring phase in the process of center development.

In order to assist centers in using their evaluation data for development purposes, the Cleveland Commission on Higher Education could sponsor workshops on the analysis and interpretation of such data. The workshops could utilize case studies from other situations and simulations of decision-making based on survey data to help the participants sharpen their evaluation skills. At least two people from each center should participate in such a workshop. They might then conduct a similar workshop for their own center members.

As centers change and improve their programs, they will, in turn, need to ask new questions in their surveys. Thus, having a means for regularly revising the questionnaire takes on added importance.

Conclusion:

The 1972 Survey of Teacher Education Centers in Greater Cleveland tested a method of evaluation which, after some adjustments are made, and after an evaluation plan is completed, can function on a regular basis with a small amount of professional support from the Cleveland Commission on Higher Education. The survey also pinpointed areas within teacher education which require attention and improvement. While each center must attend to these in accordance with its own image and goals, the Teacher Education Centers Coordinating Committee and the Cleveland Commission on Higher Education can provide means for exchanging experiences and resources and for bringing in expertise related to the concerns of both small groups of centers and the total center movement in Greater Cleveland.

Notes on Chapter III

KEY

CC: Center Coordinator Questionnaire

CT: Cooperating Teacher Questionnaire

ST: Student Teacher Questionnaire

[1] CC - question 9

[2] CC - question 12

[3] CT - question 15

[4] CC - question 8

[5] ST - question 16

[6] CC - question 1

[7] CC - question 3

[8] CC - question 5

[9] CT - question 2

[10] CT - question 25

[11] CT - question 24

[12] ST - question 5

[13] CC - question 5f

[14] CC - question 14

[15] CT - question 25

[16] ST - question 1

[17] ST - question 2

[18] ST - question 5

[19] CC - question 4

[20] CC - question 15

[21] ST - Verbatim responses, p. 15

[22] CT - verbatim responses, p. 7

[23] ST - question 23

[24] ST - question 24

[25] CT - question 17

[26] ST - question 38a

[27] CT - question 6

[28] CT - question 7

[29] CT - question 8

[30] ST - questions 4 c & d.

[31] ST - question 25

[32] ST - question 33

[33] ST - question 34

[34] ST - question 26

[35] CT - question 22

[36] ST - question 43d

[37] ST - question 43c

[38] ST - question 21

[39] CT - questions 13a-d; ST questions 13 a-d

[40] ST - question 31

[41] ST - verbatim responses, pp. 22-26

[42] ST - question 40

[43] ST - question 39

TABULATION OF RESPONSES TO
THE
CENTER COORDINATOR'S SURVEY - SPRING 1972

CONDUCTED BY THE
TEACHER EDUCATION CENTERS
COORDINATING COMMITTEE

AS PART OF THE SITE PROJECT
FUNDED BY A GRANT FROM THE
MARTHA HOLDEN JENNINGS FOUNDATION

CLEVELAND COMMISSION ON HIGHER EDUCATION
CLEVELAND, OHIO
MAY, 1972

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CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE     COORDINATOR QUESTIONNAIRE TABULATION
SUBFILE  ALL

VARIABLE QUES 01.  HOW MANY STUDENT TEACHERS ARE YOU RESPONSIBLE FOR PER TERM?


                                         ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                         FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                     (PERCENT)   (PERCENT)   (PERCENT)
                                         ----------------------------------------------
        1-5 STUDENT TEACHERS                6          35.3        35.3        35.3
        6-10 STUDENT TEACHERS               9          53.0        53.0        88.2
        11-15 STUDENT TEACHERS              1           5.9         5.9        94.1
        21-30 STUDENT TEACHERS              1           5.9         5.9       100.0
                              TOTAL        17         100.0       100.0       100.0
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CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE     COORDINATOR QUESTIONNAIRE TABULATION
SUBFILE  ALL

VARIABLE  QUES 02.  HOW MANY COOPERATING TEACHERS ARE YOU RESPONSIBLE FOR PER TERM?


                                                 ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                 FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                             (PERCENT)   (PERCENT)   (PERCENT)
                                                 ------------------------------------------------

        1-5 COOPERATING TEACHERS                     6         35.3        35.3        35.3

        6-10 COOPERATING TEACHERS                    7         41.2        41.2        76.4

       11-15 COOPERATING TEACHERS                    2         11.8        11.8        88.2

       16-20 COOPERATING TEACHERS                   _2_       _11.8_      _11.8_      100.0
                                     TOTAL           17        100.0       100.0       100.0
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CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE COORDINATOR QUESTIONNAIRE TABULATION
SUBFILE ALL

VARIABLE QUES 03. HAVE YOU ANY COURSEWORK, WORKSHOP OR FORMAL TRAINING ON BEING A COORDINATOR?
IF YES HOW HELPFUL?

	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NO TRAINING	11	64.7	MISSING	- -
YES--EXTREMELY HELPFUL	3	17.6	50.0	50.0
YES--SOMEWHAT HELPFUL	2	11.8	33.3	83.3
YES--NOT AT ALL HELPFUL	1	5.9	16.7	100.0
TOTAL	17	100.0	100.0	100.0

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CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE      COORDINATOR QUESTIONNAIRE TABULATION
SUBFILE   ALL

VARIABLE  QUES 04.  WHAT PERCENTAGE OF YOUR TIME IS SPENT ON DUTIES RELATED TO STUDENT TEACHERS AND/OR
                    COOPERATING TEACHERS?

                                             ABSOLUTE     RELATIVE     ADJUSTED      CUMULATIVE
                                             FREQUENCY    FREQUENCY    FREQUENCY     ADJ FREQ
                                                          (PERCENT)    (PERCENT)     (PERCENT)

                                             - - - - - - - - - - - - - - - - - - - - - - - - -
        0-20% OF TIME                           6           35.3         35.3          35.3

       20-40% OF TIME                           6           35.3         35.3          70.6

       40-60% OF TIME                           2           11.8         11.8          82.3

       60-80% OF TIME                           1            5.9          5.9          88.2

       80-100% OF TIME                          2           11.8         11.8         100.0
                               TOTAL           17          100.0        100.0         100.0
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CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE      COORDINATOR QUESTIONNAIRE TABULATION
SUBFILE   ALL

VARIABLE  QUES 5A.  DO YOU TEACH ANY COURSES AT A COLLEGE OR UNIVERSITY?

                                                      ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                      FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                  (PERCENT)   (PERCENT)   (PERCENT)
                                                      ------------------------------------------------
     YES                                                 11         64.7        64.7        64.7

     NO                                                   6         35.3        35.3       100.0
                                          TOTAL          17        100.0       100.0       100.0

   QUES 5B.  DO YOU PLAN THE IN-SERVICE PROGRAMS IN
             YOUR SCHOOL RELATED TO STUDENT TEACHING?

     NO ANSWER                                            4         23.5       MISSING       - -

     YES                                                  9         53.0        69.2        69.2

     NO                                                   4         23.5        30.8       100.0
                                          TOTAL          17        100.0       100.0       100.0

   QUES 5C.  DO YOU IMPLEMENT THE IN-SERVICE PROGRAMS
             IN YOUR SCHOOL RELATED TO STUDENT TEACHING?

     NO ANSWER                                            4         23.5       MISSING       --

     YES                                                  9         53.0        69.2        69.2

     NO                                                   3         17.6        23.1        92.3

     YES & NO                                             1          5.9         7.7       100.0
                                          TOTAL          17        100.0       100.0       100.0
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CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE      COORDINATOR QUESTIONNAIRE TABULATION
SUBFILE   ALL

VARIABLE  QUES 5D.  DO YOU HOLD SEMINARS FOR STUDENT TEACHERS?

                                              ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                              FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                          (PERCENT)   (PERCENT)   (PERCENT)
                                              ------------------------------------------------
        NO ANSWER                                3          17.6       MISSING       --

        YES                                     10          58.8        71.4        71.4

        NO                                       4          23.5        28.6       100.0
                                              ----        -----       -----       -----
                                  TOTAL         17         100.0       100.0       100.0

      QUES 5E.  DO YOU HOLD SEMINARS FOR
                COOPERATING TEACHERS?

        NO ANSWER                                1           5.9       MISSING       --

        YES                                     14          82.3        87.5        87.5

        NO                                       2          11.8        12.5       100.0
                                              ----        -----       -----       -----
                                  TOTAL         17         100.0       100.0       100.0

      QUES 5F.  DO YOU PROVIDE IN-SERVICE TRAINING
                NOT RELATED TO STUDENT TEACHING?

        NO ANSWER                                1           5.9       MISSING       --

        YES                                      7          41.2        43.8        43.8

        NO                                       8          47.0        50.0        93.8

        YES & NO                                 1           5.9         6.2       100.0
                                              ----        -----       -----       -----
                                  TOTAL         17         100.0       100.0       100.0
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CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE      COORDINATOR QUESTIONNAIRE TABULATION
SUBFILE   ALL

VARIABLE  QUES 06.  HAVE YOU SUGGESTED CHANGES IN THE TEACHER PREPARATION SYSTEM?
                    IF YES; WHAT WAS THE RESPONSE?

                                           ABSOLUTE    RELATIVE    ADJUSTED     CUMULATIVE
                                           FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                       (PERCENT)   (PERCENT)    (PERCENT)
                                           - - - - - - - - - - - - - - - - - - - - - - -
       NO ANSWER                              1           5.9       MISSING        --

       NO SUGGESTIONS MADE                    2          11.8       MISSING        --

       IGNORED, NO RESPONSE                   3          17.6        21.4         64.2

       REPLIED TO, NO ACTION                  3          17.6        21.4         21.4

       RECEPTIVE, FAVORABLE                   3          17.6        21.4         42.8

       IMPLEMENTED                            2          11.8        14.4         78.6

       YES--NOT SPECIFIED                    _3_        _17.6_      _21.4_        100.0
                                  TOTAL      17         100.0       100.0        100.0
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CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE     COORDINATOR QUESTIONNAIRE TABULATION
SUBFILE  ALL

VARIABLE QUES 07.  WHAT CHANGES IN THE TEACHER PREPARATION SYSTEM, WOULD YOU MAKE
                   IF YOU COULD?

                                               ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                               FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                           (PERCENT)   (PERCENT)   (PERCENT)
                                               ------------------------------------------------
       NO ANSWER                                   3         17.6       MISSING       --

       NO CHANGES NEEDED, NONE                     2         11.8       MISSING       --

       EARLIER FIELD EXPERIENCES                   7         41.2        58.4        58.4

       MORE AUTHORITY FOR COOPERATING TEACHER      1          5.9         8.3        66.7

       MORE RESPONSIBILITY FOR COORDINATOR         1          5.9         8.3        75.0

       LONGER S.T. UNDER TEAM TEACHING SYSTEM      1          5.9         8.3        83.3

       BETTER METHODS COURSES                     _2_       _11.8_      _16.7_      100.0
                                   TOTAL          17        100.0       100.0       100.0
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CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE COORDINATOR QUESTIONNAIRE TABULATION
SUBFILE ALL

VARIABLE QUES 08. IS YOUR SUPERVISORY WORK PART OF GRADUATE STUDIES OR SOME OTHER PROGRAM FOR WHICH YOU ARE NOT PAID? IF NO, BY WHOM ARE YOU PAID?

	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
YES	2	11.8	MISSING	--
NO-COLLEGE	9	53.0	60.0	60.0
NO-SCHOOL DISTRICT	1	5.9	6.7	66.7
NO-NO PERCENTAGE INDICATED	2	11.8	13.2	79.9
NO-25% COLLEGE; 75% SCHOOL DISTRICT	1	5.9	6.7	86.6
NO-33% COLLEGE; 67% SCHOOL DISTRICT	1	5.9	6.7	93.3
NO-10% RELEASE TIME	1	5.9	6.7	100.0
TOTAL	17	100.0	100.0	100.0

CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE COORDINATOR QUESTIONNAIRE TABULATION
SUBFILE ALL

VARIABLE QUES 09. DO YOU ASSIGN STUDENT TEACHERS TO COOPERATING TEACHERS? IF NOT WHO DOES?

	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
YES--ASSIGN STUDENT TEACHERS	8	47.0	47.0	47.0
NO--DIRECTOR LAB EXPERIENCES	5	29.4	29.4	76.4
NO--COOPERATIVELY	1	5.9	5.9	82.3
NO--DEAN	1	5.9	5.9	88.2
NO--COOPERATIVELY WITH TEACHERS	1	5.9	5.9	94.1
NO--ASSISTANT PRINCIPAL	1	5.9	5.9	100.0
TOTAL	17	100.0	100.0	100.0

CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE COORDINATOR QUESTIONNAIRE TABULATION
SUBFILE ALL

VARIABLE QUES 10. WERE OTHERS EXPECTATIONS OF YOU MADE CLEAR BEFORE YOU BEGAN?

		ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NO ANSWER		2	11.8	MISSING	--
YES		10	58.8	66.7	66.7
NO		5	29.4	33.3	100.0
	TOTAL	17	100.0	100.0	100.0

CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE COORDINATOR QUESTIONNAIRE TABULATION
SUBFILE ALL

VARIABLE QUES 11. DO THE COLLEGE OR UNIVERSITY AND THE SCHOOL HAVE A MECHANISM FOR COOPERATIVELY DETERMINING GENERAL POLICY? IF YES--HOW USEFUL?

	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NO ANSWER	1	5.9	MISSING	--
NO	4	23.5	MISSING	--
YES--EXTREMELY USEFUL	3	17.6	25.0	25.0
YES--SOMEWHAT USEFUL	9	53.0	75.0	100.0
TOTAL	17	100.0	100.0	100.0

CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE COORDINATOR QUESTIONNAIRE TABULATION
SUBFILE ALL

VARIABLE QUES 12. HOW WERE COOPERATING TEACHERS CHOSEN, AND BY WHOM?

	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
DIRECTOR	1	5.9	5.9	5.9
COORDINATOR	5	29.4	.4	35.3
PRINCIPALS & DEANS	2	11.8	11.8	47.0
PRINCIPALS & DEPT. CHAIRMEN	2	11.8	11.8	58.8
VOLUNTEERED	2	11.8	11.8	70.6
ENTIRE STAFF	1	5.9	5.9	76.4
ASSISTANT PRINCIPAL	1	5.9	5.9	82.3
COMMUNITY REPRESENTATIVE, DEAN & DIRECTOR LAB EXPERIENCES	2	11.8	11.8	94.1
OTHER	1	5.9	5.9	100.0
TOTAL	17	100.0	100.0	100.0

CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE COORDINATOR QUESTIONNAIRE TABULATION
SUBFILE ALL

VARIABLE QUES 13. WHICH COLLEGES OR UNIVERSITIES SEND STUDENT TEACHERS TO YOU?

	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO ANSWER	1	5.9
ST. JOHN	5	29.4
CASE WESTERN RESERVE	5	29.4
CLEVELAND STATE	6	35.3
BALDWIN-WALLACE	1	5.9
JOHN CARROLL	2	11.8
KENT	2	11.8
CENTRAL STATE	1	5.9
BOWLING GREEN	1	5.9
OHIO UNIVERSITY	3	17.6
TOTAL	27*	158.9*

*SUMS TO MORE THAN THE 17 RESPONDENTS OR 100%
BECAUSE OF MULTIPLE MENTIONS.

CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE COORDINATOR QUESTIONNAIRE TABULATION
SUBFILE ALL

VARIABLE QUES 14. WHAT ONE MAJOR THING COULD THE COLLEGES OR UNIVERSITIES DO TO HELP YOU BE MORE EFFECTIVE IN YOUR JOB?

	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO ANSWER	3	17.6
PROVIDE MORE MEANINGFUL IN-SERVICE	4	23.5
PROVIDE MORE INDEPENDENCE	1	5.9
BECOME MORE AWARE OF OUR TIME DEMANDS & SCHEDULES	1	5.9
CONTINUE RELEASE TIME	1	5.9
ALLOW DECISION MAKING TO TAKE PLACE IN CENTER	1	5.9
PROVIDE BETTER METHODS COURSE	1	5.9
WORK WITH COOPERATING TEACHERS	1	5.9
PROVIDE MORE KNOWLEDGE ON STUDENT TEACHING	1	5.9
REACH MORE FORMAL AGREEMENTS BETWEEN UNIVERSITIES AND SYSTEMS INVOLVED	1	5.9
CLOSER LIAISON, IDENTIFY PROSPECTIVE S.T. SOONER	1	5.9
ADJUST CLASS SCHEDULES OF S.T.	2	11.8
TOTAL	18*	106.0*

*SUMS TO MORE THAN THE 17 RESPONDENTS OR 100% BECAUSE OF MULTIPLE MENTIONS.

CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE COORDINATOR QUESTIONNAIRE TABULATION
SUBFILE ALL

VARIABLE QUES 15. WHAT ONE MAJOR THING COULD YOUR SCHOOL DO TO HELP YOU BE MORE EFFECTIVE IN YOUR JOB?

	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NO ANSWER	4	23.5	MISSING	--
PROVIDE MORE TIME TO WORK WITH S.T. & COOPERATING TEACHERS	3	17.6	23.3	23.3
ESTABLISH A SYSTEM-WIDE COMMITMENT TO TEACHER CENTER CONCEPT	1	5.9	7.7	31.0
PROVIDE MORE RELEASE TIME	4	23.5	30.8	61.7
CLEARLY DEFINE ROLE OF COORDINATOR	1	5.9	7.7	69.4
HAVE A DEPARTMENT HEAD	1	5.9	7.7	77.0
ESTABLISH SYSTEM-WIDE COORDINATION FOR FIELD EXPERIENCE & INSERVICE	1	5.9	7.7	84.7
MORE INDEPENDENCE	1	5.9	7.7	92.3
COULD ASK FOR NO MORE THAN I HAVE NOW	1	5.9	7.7	100.0
TOTAL	17	100.0	100.0	100.0

CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE COORDINATOR QUESTIONNAIRE TABULATION
SUBFILE ALL

VARIABLE QUES 16. WHAT ONE MAJOR THING COULD YOU DO TO HELP YOU BE MORE EFFECTIVE ON YOUR JOB?

	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NO ANSWER	3	17.6	MISSING	--
MORE TIME	1	5.9	7.1	7.1
MORE TIME TO SPEND WITH STUDENT TEACHER	3	17.6	21.4	28.5
MORE TIME TO SPEND WITH COOPERATING TEACHER	1	5.9	7.1	35.6
MORE TIME DEVOTED TO THE CENTER	1	5.9	7.1	42.8
MEET WITH OTHER SUPERVISORS & COORDINATORS	1	5.9	7.1	49.9
ACQUIRE GROUP PROCESS SKILLS & SIMULATION TECHNIQUES	1	5.9	7.1	57.1
MORE READING ON EFFECTIVE SUPERVISION	2	11.8	14.3	71.4
ATTEND MORE WORKSHOPS, VISITATIONS TO OTHER CENTERS	1	5.9	7.1	78.6
HAVE A BETTER BACKGROUND IN EDUCATIONAL COURSES	1	5.9	7.1	85.7
PROVIDE BETTER IN-SERVICE PROGRAMS FOR COOPERATING TEACHERS. CONDUCT OWN SEMINARS	1	5.9	7.1	92.9
PROVIDE MORE INFORMATION ABOUT THE SCHOOL TO S.T. & HELP THEM GET EXPERIENCES BESIDES CLASSROOM	1	5.9	7.1	100.0
TOTAL	17	100.0	100.0	100.0

CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE COORDINATOR QUESTIONNAIRE TABULATION
SUBFILE ALL

VARIABLE QUES 17. WHAT TYPE OF SCHOOL ARE YOU INVOLVED WITH?

	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
SUBURBAN	13	76.4	76.4	76.4
URBAN (OTHER THAN INNER CITY)	3	17.7	17.7	94.1
SUBURBAN & URBAN	1	5.9	5.9	100.0
TOTAL	17	100.0	100.0	100.0

CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE COORDINATOR QUESTIONNAIRE TABULATION
SUBFILE ALL

VARIABLE QUES 18. WHO MAKES THE DECISIONS ABOUT STUDENT TEACHING?

	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NO ANSWER	1	5.9	5.9	5.9
MAINLY BY COLLEGE	6	35.3	35.3	41.2
MAINLY BY SCHOOL PERSONNEL	4	23.5	23.5	64.7
SHARED EQUALLY	6	35.3	35.3	100.0
TOTAL	17	100.0	100.0	100.0

Coordinator Questionnaire

DIRECTIONS: Complete as soon as possible after receipt and return to Questionnaire Project, Cleveland Commission on Higher Education, 1367 E. 6th Street, Cleveland, Ohio 44114.

1. How many student teachers are you responsible for per term? ______

2. How many cooperating teachers are you responsible for per term? ______

3. Have you had any course work, workshop or formal training on being a coordinator? ☐ YES ☐ NO
   If yes; How would you rate the usefulness of the training?
   - ☐ Extremely helpful
   - ☐ Somewhat helpful
   - ☐ Not at all helpful

4. What percentage of your time is spent on duties related to student teachers and/or cooperating teachers?
   - ☐ 0 - 20%
   - ☐ 20 - 40%
   - ☐ 40 - 60%
   - ☐ 60 - 80%
   - ☐ 80 -100%

5. Do you engage in any of the following teacher training activities?

		YES	NO
a.	Teach any courses at a college or university	☐	☐
b.	Plan the in-service programs in your school related to student teaching	☐	☐
c.	Implement the in-service programs in your school related to student teaching	☐	☐
d.	Hold seminars for student teachers	☐	☐
e.	Hold seminars for cooperating teachers	☐	☐
f.	Provide in-service training not related to student teaching	☐	☐

6. Have you suggested changes in the teacher preparation system?
   ☐ YES ☐ NO If yes; What was the response?

____

____

____

7. What changes in the teacher preparation system, would you make if you could?

____

____

____

8. Is your supervisory work part of graduate studies or some other program for which you are not paid. ( ) YES ( ) NO If No, by whom are you paid for your services?
   College or universities _____%
   School District _____%

9. Do you assign student teachers to cooperating teachers?
   ( ) YES ( ) NO If not; Who does ______________

10. Were others expectations of you made clear before you began?
    ( ) YES ( ) NO

11. Do the college or university and the school have a mechanism for cooperatively determining general policy?
    ( ) YES ( ) NO If yes; To what extent is it useful.
    ( ) Extremely useful
    ( ) Somewhat useful
    ( ) Not at all useful

12. How were cooperating teachers chosen, and by whom? ______________

13. Which colleges or universities send student teachers to you?
    1. ______________
    2. ______________
    3. ______________

14. What one major thing could the colleges or universities do to help you be more effective in your job?

____

____

____

15. What one major thing could your school do to help you be more effective in your job?

____

____

____

16. What one major thing could you do to help you be more effective in your job?

____

____

____

17. What type of school are you involved with?

( ) Rural
( ) Suburban
( ) Urban (other than inner city)
( ) Inner city

18. Who makes the decisions about student teaching?

( ) Mainly by college or university?
( ) Mainly by school personnel?
( ) Shared approximately equally?
If shared describe how this is accomplished. ______________

____

____

____

19. Does your school have a joint college or university/school district committee? ( ) YES ( ) NO

20. Comments about this questionnaire or items on it. Include questions which should have been asked.

____

____

____

____

____

____

____

TABULATION OF RESPONSES TO

THE

STUDENT TEACHERS SURVEY - SPRING 1972

Conducted By The

TEACHER EDUCATION CENTERS COORDINATING COMMITTEE

As part of the SITE Project

Funded by a Grant from the

MARTHA HOLDEN JENNINGS FOUNDATION

In March of 1972 the Teacher Education Centers Coordinating Committee conducted a questionnaire study of student teachers and cooperating teachers from teacher education centers operating in the Greater Cleveland area. Verbatim responses are available in a separate report. This report presents the tabulation of responses from student teachers. Responses from cooperating teachers are available in a separate report.

Cleveland Commission on Higher Education
Cleveland, Ohio

April, 1972

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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                  24 MAY         PAGE

FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER     PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS          SOUTH        ARLING
             NORDLM     STJOHN

VARIABLE       QUES001           HOW YOU FELT ABOUT S.T. EXPERIENCE.

VALUE LABEL                                      VALUE    ABSOLUTE     RELATIVE     ADJUSTED     CUMULATIVE
                                                          FREQUENCY    FREQUENCY    FREQUENCY     ADJ FREQ
                                                                       (PERCENT)    (PERCENT)    (PERCENT)
                                                 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                          0.          2          2.1          2.1          2.1

DEFINITELY DISLIKED                                1.          1          1.1          1.1          3.2

DISLIKED--SOMEWHAT                                 2.          1          1.1          1.1          4.3

NEUTRAL                                            3.          4          4.3          4.3          8.5

LIKED--SOMEWHAT                                    4.         24         25.5         25.5         34.0

DEFINITELY LIKED                                   5.         62         66.0         66.0        100.0
                                                          -------      -------      -------      -------
                                                 TOTAL        94        100.0        100.0        100.0

STATISTICS..

MEAN              4.479

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                          24 MAY        PAGE     7

FILE       STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE       SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
              NORDLM      STJOHN

VARIABLE      QUES002           WHAT YOU PARTICULARLY LIKED ABOUT S.T.

VALUE LABEL                                  VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                      FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                  (PERCENT)   (PERCENT)   (PERCENT)
                                           - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                      0.         2          2.1         2.1         2.1

ALL OF IT                                      1.         2          2.1         2.1         4.3

STUDENTS                                       2.        16         17.0        17.0        21.3

CO-OPERATING TEACHER                           3.        35         37.2        37.2        58.5

WORK IN OPEN-SCHOOL                            4.         4          4.3         4.3        62.8

TEAM TEACHING                                  5.         7          7.4         7.4        70.2

LEARN BY DOING                                 6.         5          5.3         5.3        75.5

OBSERVING, TAPING                              7.         3          3.2         3.2        78.7

FREEDOM, CREATIVITY                            8.        16         17.0        17.0        95.7

OTHER                                          9.         4          4.3         4.3       100.0
                                                      -------     -------     -------     -------
                                             TOTAL       94        100.0       100.0       100.0

STATISTICS..

MEAN             4.309

VALID    OBSERVATIONS -         94
MISSING OBSERVATIONS -          0
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FILE       STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
             NORDLM      STJOHN

VARIABLE      QUES003           WHAT YOU PARTICULARLY DISLIKED ABOUT 5.T

VALUE LABEL                                     VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                         FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                     (PERCENT)   (PERCENT)   (PERCENT)
                                                - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                          0.        13        13.8        13.8        13.8

NOTHING                                            1.         7         7.4         7.4        21.3

DETAILED LESSON PLAN                               2.        13        13.8        13.8        35.1

DISIPLN, STU ATITUDE                               3.         9         9.6         9.6        44.7

METHOD,SEMNAR,OBSERV                               4.        11        11.7        11.7        56.4

SCHEDULE, TIME PROB.                               5.         8         8.5         8.5        64.9

NOT ENOUGH GUIDANCE                                6.         9         9.6         9.6        74.5

NOT ENOUGH FREEDOM                                 7.         5         5.3         5.3        79.8

NOT ACCEPTED                                       8.         8         8.5         8.5        88.3

OTHER                                              9.        11        11.7        11.7       100.0
                                                         -------     -------     -------     -------
                                               TOTAL         94       100.0       100.0       100.0

STATISTICS..

MEAN              4.213

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                          24 MAY         PAGE     9

FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE       SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
              NOROLM      STJOHN

VARIABLE      QUES004           DID YOU ATTEND SEMINARS HELD BY COLLEGE.

VALUE LABEL                                  VALUE    ABSOLUTE     RELATIVE     ADJUSTED     CUMULATIVE
                                                      FREQUENCY    FREQUENCY    FREQUENCY     ADJ FREQ
                                                                   (PERCENT)    (PERCENT)     (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

YES                                            1.          93         98.9         98.9          98.9

NO                                             2.           1          1.1          1.1         100.0
                                                      -------      -------      -------       -------
                                             TOTAL         94        100.0        100.0         100.0

STATISTICS..

MEAN              1.011

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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FILE      STUDEN (CREATION DATE =    24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE       SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
              NOROLM      STJOHN

VARIABLE      QUES04A           WHERE WERE SEMINARS HELD.

VALUE LABEL                                  VALUE   ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                     FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                  (PERCENT)    (PERCENT)    (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - - -

S.T. SITE                                      2.        32          34.0         34.4         34.4

COLLEGE, UNIVERSITY                            3.        31          33.0         33.3         67.7

BOTH                                           4.        10          10.6         10.8         78.5

OTHER--PROFS HOME                              6.         6           6.4          6.5         84.9

OTHER--AREA SCHOOL                             7.        13          13.8         14.0         98.9

OTHER--COLLEGE, ETC.                           8.         1           1.1          1.1        100.0

NO ANS--QUES.4 IS NO                           0.         1           1.1      MISSING        100.0

ANSWER NOT SPECIFIED                           1.         0            .0      MISSING        100.0
                                                     -------      -------      -------      -------
                                             TOTAL       94         100.0        100.0        100.0

STATISTICS..

MEAN              3.570

VALID   OBSERVATIONS -         93
MISSING OBSERVATIONS -          1
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                    24 MAY        PAGE   11

FILE      STUJEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
             NOROLM      STJOHN

VARIABLE      QUES048           WHO CONDUCTED THE SEMINARS.

VALUE LABEL                                 VALUE    ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                     FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                 (PERCENT)   (PERCENT)   (PERCENT)
                                           - - - - - - - - - - - - - - - - - - - - - - - - - - - -

COLLEGE PERSON                                2.         72         76.6        77.4        77.4

SCHOOL PERSON                                 3.         15         16.0        16.1        93.5

BOTH                                          4.          4          4.3         4.3        97.8

BOTH, SPEC. SPEAKERS                          6.          2          2.1         2.2       100.0

NO ANS--QUES.4 IS NO                          0.          1          1.1     MISSING       100.0

ANSWER NOT SPECIFIED                          1.          0           .0     MISSING       100.0
                                                     -------     -------     -------     -------
                                          TOTAL          94        100.0       100.0       100.0

STATISTICS..

MEAN            2.333

VALID   OBSERVATIONS -          93
MISSING OBSERVATIONS -           1
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                24 MAY       PAGE   12

FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER     PROSPE     MENTOR     CLEVHT     TAYLOR     HAWKEN     BMS        SOUTH      ARLING
             NOROLM     STJOHN

VARIABLE      QUES04C          ABLE TO SHARE EXPERIENCES WITH S.T.

VALUE LABEL                                VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                    FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                (PERCENT)   (PERCENT)   (PERCENT)
                                           - - - - - - - - - - - - - - - - - - - - - - - - - - - -

SHARE HEAVILY                                2.        21         22.3        22.6        22.6

SHARE MODERATELY                             3.        47         50.0        50.5        73.1

SHARE NOT AT ALL                             4.        25         26.6        26.9       100.0

NO ANS--QUES.4 IS NO                         0.         1          1.1      MISSING      100.0

ANSWER NOT SPECIFIED                         1.         0           .0      MISSING      100.0
                                                   -------     -------     -------     -------
                                           TOTAL       94        100.0       100.0       100.0

STATISTICS..

MEAN            3.043

VALID   OBSERVATIONS -          93
MISSING OBSERVATIONS -           1
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                          24 MAY          PAGE   13

FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER     PROSPE      MENTOR     CLEVHT     TAYLOR     HAWKEN     BMS          SOUTH        ARLING
             NORDLM     STJOHN

VARIABLE      QUES040            HOW USEFUL WERE SEMINARS.

VALUE LABEL                                  VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                      FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                   (PERCENT)    (PERCENT)    (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

EXTREMELY USEFUL                                2.         6          6.4          6.5          6.5

SOMEWHAT USEFUL                                 3.        56         59.6         60.2         66.7

NOT AT ALL USEFUL                               4.        31         33.0         33.3        100.0

NO ANS--QUES.4 IS NO                            0.         1          1.1       MISSING       100.0

ANSWER NOT SPECIFIED                            1.         0           .0       MISSING       100.0
                                                       -------      -------      -------      -------
                                             TOTAL        94        100.0        100.0        100.0

STATISTICS..

MEAN            3.269

VALID   OBSERVATIONS -          93
MISSING OBSERVATIONS -           1
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FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BHS         SOUTH       ARLING
             NOROLM      STJOHN

VARIABLE      QUES05A            HOW HELPFUL IS YOUR COOPERATING TEACHER.

VALUE LABEL                               VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                   FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                               (PERCENT)   (PERCENT)   (PERCENT)
                                          - - - - - - - - - - - - - - - - - - - - - - - - - - - -

EXTREMELY HELPFUL                           1.         68        72.3        72.3        72.3

SOMEWHAT HELPFUL                            2.         15        16.0        16.0        88.3

NEUTRAL                                     3.          7         7.4         7.4        95.7

NOT VERY HELPFUL                            4.          3         3.2         3.2        98.9

NOT AT ALL HELPFUL                          5.          1         1.1         1.1       100.0
                                                   -------     -------     -------     -------
                                          TOTAL        94       100.0       100.0       100.0

STATISTICS..

MEAN            1.447

VALID   OBSERVATIONS =          94
MISSING OBSERVATIONS =           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                          24 MAY          PAGE   1

FILE        S.  EN (CREATION DATE =   24 MAY)   TEACHER   ESTIONNAIRE  TABULATION
SUBFILE         SHAKER     PROSPE      MENTOR     CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
                NORDLM     STJOHN

VARIABLE      QUES058             HOW COMPETENT COOP TEACHER IN TEACHING.

VALUE LABEL                                        VALUE    ABSOLUTE     RELATIVE    ADJUSTED   CUMULATIVE
                                                            FREQUENCY    FREQUENCY   FREQUENCY   ADJ FREQ
                                                                         (PERCENT)   (PERCENT)   (PERCENT)
                                                  - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                            0.          1          1.1         1.1         1.1

EXTREMELY COMPETENT                                  1.         71         75.5        75.5        76.6

SOMEWHAT COMPETENT                                   2.         12         12.8        12.8        89.4

NEUTRAL                                              3.          8          8.5         8.5        97.9

NOT VERY COMPETENT                                   4.          1          1.1         1.1        98.9

NOT AT ALL COMPETENT                                 5.          1          1.1         1.1       100.0
                                                             -------     -------     -------     -------
                                                   TOTAL        94        100.0       100.0       100.0

STATISTICS..

MEAN             1.362

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                    24 MAY        PAGE   16

FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
             NOROLM      STJOHN

VARIABLE       QUES05C            HOW COMPETENT COOP TEACHER WITH YOU,

VALUE LABEL                                  VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                      FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                  (PERCENT)   (PERCENT)   (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - -

EXTREMELY COMPETENT                            1.        65         69.1        69.1        69.1

SOMEWHAT COMPETENT                             2.        17         18.1        18.1        87.2

NEUTRAL                                        3.         8          8.5         8.5        95.7

NOT VERY COMPETENT                             4.         1          1.1         1.1        96.8

NOT AT ALL COMPETENT                           5.         3          3.2         3.2       100.0
                                                      -------     -------     -------     -------
                                             TOTAL       94        100.0       100.0       100.0

STATISTICS..

MEAN              1.511

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                       24 MAY         PAGE   1

FILE      S.  EN (CREATION DATE =   24 MAY)   TEACHER    ESTIONNAIRE TABULATION
SUBFILE       SHAKER     PROSPE     MENTOR    CLEVHT     TAYLOR     HAWKEN     BMS        SOUTH      ARLING
              NOROLM     STJOHN

VARIABLE      QUES006           WHO EVALUATES YOUR WORK AS S.T.

VALUE LABEL                                   VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                       FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                   (PERCENT)   (PERCENT)   (PERCENT)
                                           - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

COLLEGE PERSON                                  1.         10        10.6        10.6        10.6

SCHOOL PERSON                                   2.         29        30.9        30.9        41.5

BOTH                                            3.         52        55.3        55.3        96.8

OTHER--TEACHING TEAM                            4.          3         3.2         3.2       100.0
                                                       -------     -------     -------     -------
                                              TOTAL        94       100.0       100.0       100.0

STATISTICS..

MEAN              2.511

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                   24 MAY        PAGE   18

FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER     PROSPE     MENTOR     CLEVHT     TAYLOR     HAWKEN     BMS        SOUTH      ARLING
             NORDLM     STJOHN

VARIABLE      QUES007          HOW MANY REGULAR TEACHERS HELP YOU.

VALUE LABEL                                   VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                       FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                   (PERCENT)   (PERCENT)   (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                        0.          1         1.1         1.1         1.1

ONE TEACHER                                      1.         40        42.6        42.6        43.6

TWO TEACHERS                                     2.         31        33.0        33.0        76.6

THREE TEACHERS                                   3.         16        17.0        17.0        93.6

MORE THAN 3 TEACHERS                             4.          6         6.4         6.4       100.0
                                                       -------     -------     -------     -------
                                              TOTAL         94       100.0       100.0       100.0

STATISTICS..

MEAN              1.851

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                          24 MAY          PAGE    1

FILE      S   DEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE        SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
               NOROLM      STJOHN

VARIABLE       QUES08A             OTHERS EXPECTATIONS CLEAR BEFORE S.T.

VALUE LABEL                                       VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                          FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                      (PERCENT)   (PERCENT)   (PERCENT)
                                              - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                           0.          2        2.1         2.1         2.1

YES                                                 1.         67       71.3        71.3        73.4

NO                                                  2.         25       26.6        26.6       100.0
                                                          -------     -------     -------     -------
                                                TOTAL          94      100.0       100.0       100.0

STATISTICS..

MEAN              1.245

VALID   OBSERVATIONS -         94
MISSING OBSERVATIONS -          0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                              24 MAY         PAGE    20

FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER     PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
             NOROLM     STJOHN

VARIABLE       QUES08B           OTHERS EXPECTATIONS CLEAR NOW.

VALUE LABEL                                      VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                         FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                     (PERCENT)   (PERCENT)   (PERCENT)
                                               - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                          0.        11        11.7        11.7        11.7

YES                                                1.        74        78.7        78.7        90.4

NO                                                 2.         9         9.6         9.6       100.0
                                                          -------     -------     -------     -------
                                                 TOTAL       94       100.0       100.0       100.0

STATISTICS..

MEAN                .979

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                    24 MAY        PAGE   21

FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
             NOROLM      STJOHN

VARIABLE      QUES009           UNFAIRLY USED FOR YOUR SERVICES.

VALUE LABEL                                     VALUE    ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                         FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                     (PERCENT)   (PERCENT)   (PERCENT)
                                               - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                         0.          1         1.1         1.1         1.1

YES                                               1.         15        16.0        16.0        17.0

NO                                                2.         78        83.0        83.0       100.0
                                                         -------     -------     -------     -------
                                                TOTAL        94       100.0       100.0       100.0

STATISTICS..

MEAN             1.819

VALID   OBSERVATIONS -         94
MISSING OBSERVATIONS -          0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                          24 MAY        PAGE   22

FILE      STUDEN (CREATION DATE =   24 MAY)    TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS        SOUTH       ARLING
             NOROLM      STJOHN

VARIABLE       QUES010            HOW MUCH RESPONSIBILITY DO YOU HAVE.

VALUE LABEL                                      VALUE    ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                          FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                      (PERCENT)   (PERCENT)   (PERCENT)
                                                 - - - - - - - - - - - - - - - - - - - - - - - - - - -

TOO MUCH                                           1.          2         2.1         2.1         2.1

ABOUT RIGHT                                        2.         87        92.6        92.6        94.7

TOO LITTLE                                         3.          5         5.3         5.3       100.0
                                                          -------     -------     -------     -------
                                                 TOTAL        94       100.0       100.0       100.0

STATISTICS..

MEAN              2.032

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                              24 MAY        PAGE    2

FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
             NOROLM      STJOHN

VARIABLE      QUES011            HOW DO YOU FEEL ABOUT S.T. EXPERIENCE.

VALUE LABEL                                   VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                      FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                  (PERCENT)   (PERCENT)   (PERCENT)
                                              - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                        0.         3         3.2         3.2         3.2

NOT QUITE FLUNKY                                 2.         2         2.1         2.1         5.3

NEUTRAL                                          3.         7         7.4         7.4        12.8

NOT QUITE A TEACHER                              4.        31        33.0        33.0        45.7

ESTABLISHED TEACHER                              5.        51        54.3        54.3       100.0
                                                      -------     -------     -------     -------
                                              TOTAL        94       100.0       100.0       100.0

STATISTICS..

MEAN            4.298

VALID   OBSERVATIONS -        94
MISSING OBSERVATIONS -         0
```

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CLEVELAND COMMISSION ON HIGHER EDUCATION                                              24 MAY         PAGE   24

FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE     SHAKER     PROSPE      MENTOR     CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
            NOROLM     STJOHN

VARIABLE      QUES012             SUGGESTED CHANGES IN S.T. SYSTEM.

VALUE LABEL                                 VALUE   ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                    FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                (PERCENT)   (PERCENT)    (PERCENT)
                                            - - - - - - - - - - - - - - - - - - - - - - - - - - -

TOO EARLY TO TELL                             2.        3          3.2         7.1          7.1

IGNORED, NO RESPONSE                          3.        5          5.3        11.9         19.0

REPLIED TO,NO ACTION                          4.        5          5.3        11.9         31.0

RECEPTIVE, FAVORABLE                          5.        7          7.4        16.7         47.6

IMPLEMENTED                                   6.        5          5.3        11.9         59.5

YES--NOT SPECIFIED                            9.       17         18.1        40.5        100.0

NO ANSWER                                     0.        3          3.2      MISSING       100.0

NO SUGGESTIONS MADE                           1.       49         52.1      MISSING       100.0
                                                    -------     -------     -------      -------
                                            TOTAL      94        100.0       100.0        100.0

STATISTICS..

MEAN             6.167

VALID   OBSERVATIONS -          42
MISSING OBSERVATIONS -          52
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                    24 MAY      PAGF    2

FILE     STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRF TABULATION
SUBFILE    SHAKER     PRUSPE     MENTOR     CLEVHT     TAYLOR     HAWKEN     BMS        SOUTH      ARLING
           NORDLM     STJOHN

VARIABLF      QUES13A          HOW PREPARED TO TEACH IN RURAL SCHOOL.

VALUE LABEL                                 VALUE   ABSOLUTE   RELATIVE    ADJUSTED   CUMULATIVE
                                                    FREQUFNCY  FREQUENCY   FREQUENCY   ADJ FREQ
                                                               (PERCENT)   (PERCENT)   (PERCENT)
                                            - - - - - - - - - - - - - - - - - - - - - - - - - -

VERY WELL PREPARED                            1.        32       34.0        34.0        34.0

SOMEWHAT PREPARED                             2.        30       31.9        31.9        66.0

NEUTRAL                                       3.        22       23.4        23.4        89.4

NOT VERY PREPARED                             4.         6        6.4         6.4        95.7

NOT AT ALL PREPARED                           5.         4        4.3         4.3       100.0
                                                    -------    -------     -------     -------
                                            TOTAL       94      100.0       100.0       100.0

STATISTICS..

MEAN            2.149

VALID   OBSERVATIONS -        94
MISSING OBSERVATIONS -         0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                              24 MAY        PAGE   26

FILE     STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE     SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
            NORDLM      STJOHN

VARIABLE      QUES138          HOW PREPARED TO TEACH IN SUBURBAN SCHOOL

VALUE LABEL                                 VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                     FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                 (PERCENT)   (PERCENT)   (PERCENT)
                                            - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VERY WELL PREPARED                             1.          68        72.3        72.3        72.3

SOMEWHAT PREPARED                              2.          19        20.2        20.2        92.6

NEUTRAL                                        3.           6         6.4         6.4        98.9

NOT VERY PREPARED                              4.           1         1.1         1.1       100.0
                                                      -------     -------     -------     -------
                                           TOTAL           94       100.0       100.0       100.0

STATISTICS..

MEAN              1.362

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER   ESTIONNAIRE TABULATION
SUBFILE      SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS      SOUTH      ARLING
             NOROLM      STJOHN

VARIABLE      QUES13C           HOW PREPARED TO TEACH IN URBAN SCHOOL.

VALUE LABEL                               VALUE    ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                   FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                               (PERCENT)   (PERCENT)   (PERCENT)
                                          - - - - - - - - - - - - - - - - - - - - - - - - - - -

VERY WELL PREPARED                           1.        47         50.0        50.0        50.0

SOMEWHAT PREPARED                            2.        29         30.9        30.9        80.9

NEUTRAL                                      3.        12         12.8        12.8        93.6

NOT VERY PREPARED                            4.         3          3.2         3.2        96.8

NOT AT ALL PREPARED                          5.         3          3.2         3.2       100.0
                                                   -------     -------     -------     -------
                                          TOTAL        94        100.0       100.0       100.0

STATISTICS..

MEAN           1.787

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                              24 MAY        PAGE   28

FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER      PROSPE      MENTOR    CLEVHT      TAYLOR      HAWKEN      BHS         SOUTH        ARLING
             NOROLM      STJOHN

VARIABLE      QUES13D           HOW PREPARED TO TEACH IN INNER CITY.

VALUE LABEL                                  VALUE    ABSOLUTE     RELATIVE    ADJUSTED   CUMULATIVE
                                                      FREQUENCY    FREQUENCY   FREQUENCY   ADJ FREQ
                                                                   (PERCENT)   (PERCENT)   (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VERY WELL PREPARED                             1.          8          8.5         8.5         8.5

SOMEWHAT PREPARED                              2.         30         31.9        31.9        40.4

NEUTRAL                                        3.         17         18.1        18.1        58.5

NOT VERY PREPARED                              4.         16         17.0        17.0        75.5

NOT AT ALL PREPARED                            5.         23         24.5        24.5       100.0
                                                      -------      -------     -------     -------
                                             TOTAL        94        100.0       100.0       100.0

STATISTICS..

MEAN              3.170

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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                                                                                24 MAY      PAGE   25
CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE      S..JEN (CREATION DATE =   24 MAY)   TEACHER  .JESTIONNAIRE TABULATION
SUBFILE      SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS      SOUTH      ARLING
             NOROLM      STJOHN

VARIABLE      QUES014            LIKE KIDS MORE OR LESS THAN BEFORE S.T.

VALUE LABEL                                 VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                    FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                (PERCENT)   (PERCENT)   (PERCENT)
                                           - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
                                              1.       29         30.9        30.9        30.9
LIKE MUCH MORE
                                              2.       24         25.5        25.5        56.4
LIKE SOMEWHAT MORE
                                              3.       41         43.6        43.6       100.0
LIKE ABOUT THE SAME                                 -------     -------     -------     -------
                                            TOTAL      94        100.0       100.0       100.0

STATISTICS..

MEAN            2.128

VALID   OBSERVATIONS -           94
MISSING OBSERVATIONS -            0
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CLEVELAND COMMISSION ON HIGHER EDUCATION

FILL     STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE     SHAKER     PROSPE     MENTOR     CLEVHT     TAYLOR     HAWKEN     HMS     SOUTH     ARLING
            NOROLM     STJOHN

VARIABLE      QUES015          LIKE IDEA OF TEACHING MORE OR LESS NOW.

                                            VALUE   ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
VALUE LABEL                                         FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                (PERCENT)   (PERCENT)   (PERCENT)
                                            - - - - - - - - - - - - - - - - - - - - - - - - - - -
LIKE MUCH MORE                                 1.         36        38.3        38.3        38.3
LIKE SOMEWHAT MORE                             2.         23        24.5        24.5        62.8
LIKE ABOUT THE SAME                            3.         30        31.9        31.9        94.7
LIKE SOMEWHAT LESS                             4.          5         5.3         5.3       100.0
                                                    -------     -------     -------     -------
                                            TOTAL         94       100.0       100.0       100.0

STATISTICS..

MEAN             2.043

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                          24 MAY         PAGE   31

FILE      S. DEN (CREATION DATE =   24 MAY)   TEACHER  JESTIONNAIRE TABULATION
SUBFILE      SHAKER     PROSPE      MENTOR     CLEVHT     TAYLOR     HAWKEN     BMS          SOUTH        ARLING
             NOROLM     STJOHN

VARIABLE       QUES016            WANT AGE OF KIDS TO DIFFER THAN WHEN S.T

VALUE LABEL                                    VALUE    ABSOLUTE    RELATIVE     ADJUSTED    CUMULATIVE
                                                        FREQUENCY   FREQUENCY    FREQUENCY    ADJ FREQ
                                                                    (PERCENT)    (PERCENT)    (PERCENT)
                                              - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

TEACH OLDER KIDS                                 1.         7          7.4          7.4          7.4

TEACH SAME AGE                                   2.        78         83.0         83.0         90.4

TEACH YOUNGER KIDS                               3.         3          3.2          3.2         93.6

SAME AGE OR OLDER                                4.         5          5.3          5.3         98.9

SAME AGE OR YOUNGER                              5.         1          1.1          1.1        100.0
                                                        -------     -------      -------      -------
                                               TOTAL       94        100.0        100.0        100.0

STATISTICS..

MEAN            2.096

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
             NORDLM      STJOHN

VARIABLE      QUES017           WHAT WOULD YOU CHANGE IN THE SYSTEM.

VALUE LABEL                                VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                  FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                              (PERCENT)   (PERCENT)   (PERCENT)
                                           - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                    0.        29        30.9        30.9        30.9

NO CHANGE, TOO EARLY                         1.         7         7.4         7.4        38.3

IMPROVE FIELD EXPER.                         2.        19        20.2        20.2        58.5

MORE INDIVIDUALIZED                          3.         8         8.5         8.5        67.0

MORE FREEDOM                                 4.        10        10.6        10.6        77.7

SOME PAY                                     5.         2         2.1         2.1        79.8

A FULL TEACHING DAY                          6.         5         5.3         5.3        85.1

EASE L.P.PREPARATION                         7.         3         3.2         3.2        88.3

OTHER                                        8.         8         8.5         8.5        96.8

NEED COMPLETE CHANGE                         9.         3         3.2         3.2       100.0
                                                   -------     -------     -------     -------
                   .                       TOTAL       94       100.0       100.0       100.0

STATISTICS..

MEAN            2.777

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER     PROSPE     MENTOR     CLEVHT     TAYLOR     HAWKEN     BMS        SOUTH      ARLING
             NORDLM     STJOHN

VARIABLE      QUES018          HOW ARE CHANCES OF GETTING TEACHING JOB.

VALUE LABEL                                   VALUE    ABSOLUTE    RELATIVE     ADJUSTED    CUMULATIVE
                                                       FREQUENCY   FREQUENCY    FREQUENCY   ADJ FREQ
                                                                   (PERCENT)    (PERCENT)   (PERCENT)
                                              - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                        0.          3         3.2          3.2          3.2

EXTREMELY GOOD                                   1.         19        20.2         20.2         23.4

PRETTY GOOD                                      2.         49        52.1         52.1         75.5

ONLY FAIR                                        3.         16        17.0         17.0         92.6

PRETTY BAD                                       4.          4         4.3          4.3         96.8

EXTREMELY BAD                                    5.          3         3.2          3.2        100.0
                                                        -------     -------      -------      -------
                                             TOTAL          94       100.0        100.0        100.0

STATISTICS..

MEAN              2.085

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                24 MAY       PAGE    34

FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE       SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BHS        SOUTH       ARLING
              NOROLM      STJOHN

VARIABLE      QUES019            HOW MANY EDUCATION CREDITS DO YOU HAVE.

                                                      VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
VALUE LABEL                                                   FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                          (PERCENT)   (PERCENT)   (PERCENT)
                                                      - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                                0.        10        10.6        10.6        10.6

1-30 SEMESTER HRS                                        1.        38        40.4        40.4        51.1

31-60 SEMESTER HRS                                       2.        27        28.7        28.7        79.8

61-120 SEMESTER HRS                                      3.         3         3.2         3.2        83.0

OVER 120 SEMESTER HR                                     4.        16        17.0        17.0       100.0
                                                               -------     -------     -------     -------
                                                     TOTAL         94       100.0       100.0       100.0

STATISTICS..

MEAN              1.755

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                      24 MAY          PAGE    35

FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE       SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      HMS         SOUTH       ARLING
              NORDLM      STJOHN

VARIABLE      QUES020           INTEND TO TEACH AFTER COMPLETING PROGRAM

VALUE LABEL                                 VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                     FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                  (PERCENT)    (PERCENT)    (PERCENT)
                                            - - - - - - - - - - - - - - - - - - - - - - - - - - - -

YES=INTEND TO TEACH                           1.        86          91.5         91.5         91.5

NO=S.T. CHANGED MIND                          2.         1           1.1          1.1         92.6

NO=ST DIDNT CHG MIND                          3.         3           3.2          3.2         95.7

UNDECIDED                                     4.         4           4.3          4.3        100.0
                                                     -------      -------      -------      -------
                                            TOTAL       94         100.0        100.0        100.0

STATISTICS..

MEAN            1.202

VALID   OBSERVATIONS =         94
MISSING OBSERVATIONS =          0
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FILE      STUDEN (CREATION DATE =    24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
             NORDLM      STJOHN

VARIABLE      QUES021             WHERE WOULD YOU PREFER TO TEACH.

VALUE LABEL                                  VALUE     ABSOLUTE    RELATIVE     ADJUSTED    CUMULATIVE
                                                       FREQUENCY   FREQUENCY    FREQUENCY    ADJ FREQ
                                                                   (PERCENT)    (PERCENT)    (PERCENT)
                                          - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                      0.          3          3.2          3.2          3.2

RURAL AREA                                     1.          2          2.1          2.1          5.3

SUBURBAN AREA                                  2.         52         55.3         55.3         60.6

URBAN AREA                                     3.         15         16.0         16.0         76.6

INNER CITY AREA                                4.          4          4.3          4.3         80.9

ANY AREA                                       5.          5          5.3          5.3         86.2

RURAL OR SUBURBAN                              6.          6          6.4          6.4         92.6

URBAN OR SUBURBAN                              7.          6          6.4          6.4         98.9

INNER C. OR SUBURBAN                           8.          1          1.1          1.1        100.0
                                                       -------     -------      -------      -------
                                             TOTAL        94        100.0        100.0        100.0

STATISTICS..

MEAN              2.957

VALID   OBSERVATIONS =          94
MISSING OBSERVATIONS =           0
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FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER     PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
             NOROLM     STJOHN

VARIABLE      QUES022           DID YOU CHOOSE TO S.T. WHERE YOU ARE NOW

VALUE LABEL                                      VALUE     ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                           FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                        (PERCENT)    (PERCENT)    (PERCENT)
                                                 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

YES                                                 1.          53         56.4         56.4         56.4

NO-PREFER RURAL                                     2.           3          3.2          3.2         59.6

NO-PREFER SUBURBAN                                  3.          15         16.0         16.0         75.5

NO-PREFER URBAN                                     4.           4          4.3          4.3         79.8

NO-PREFER INNER CITY                                5.           3          3.2          3.2         83.0

NO-NOTHING SPECIFIED                                6.          16         17.0         17.0        100.0
                                                           -------      -------      -------      -------
                                                 TOTAL          94        100.0        100.0        100.0

STATISTICS..

MEAN             2.457

VALID   OBSERVATIONS -         94
MISSING OBSERVATIONS -          0
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FILE      STUDEN (CREATION DATE =    24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER     PRUSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
             NORDLM     STJOHN

VARIABLE       QUES023              HOW USEFUL HAVE EDUCATION COURSES BEEN.

VALUE LABEL                                        VALUE     ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                             FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                         (PERCENT)   (PERCENT)   (PERCENT)
                                                 - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

EXTREMELY HELPFUL                                    1.          14        14.9        14.9        14.9

SOMEWHAT HELPFUL                                     2.          34        36.2        36.2        51.1

NEUTRAL                                              3.          20        21.3        21.3        72.3

NOT VERY HELPFUL                                     4.           9         9.6         9.6        81.9

NOT AT ALL HELPFUL                                   5.          17        18.1        18.1       100.0
                                                             -------     -------     -------     -------
                                                   TOTAL         94       100.0       100.0       100.0

STATISTICS..

MEAN             2.798

VALID   OBSERVATIONS =          94
MISSING OBSERVATIONS =           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                        24 MAY       PAGE   39

FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER     PROSPE     MENTOR     CLEVHT     TAYLOR     HAWKEN     BMS        SOUTH      ARLING
             NOROLM     STJOHN

VARIABLE      QUES024          EDUCATION COURSES MORE MEANINGFUL NOW.

VALUE LABEL                                 VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                     FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                  (PERCENT)    (PERCENT)    (PERCENT)
                                            - - - - - - - - - - - - - - - - - - - - - - - - - - - -

YES                                            1.          58         61.7         61.7         61.7

NO                                             2.          36         38.3         38.3        100.0
                                                      -------      -------      -------      -------
                                            TOTAL          94        100.0        100.0        100.0

STATISTICS..

MEAN              1.383

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                  24 MAY        PAGE   4

FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE        SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
               NOROLM      STJOHN

VARIABLE      QUES025            ARE THE SCHOOLS AS YOU THOUGHT THEY WERE

VALUE LABEL                                         VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                             FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                          (PERCENT)    (PERCENT)    (PERCENT)
                                                    - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                             0.          3          3.2          3.2          3.2

YES                                                   1.         65         69.1         69.1         72.3

NO                                                    2.         26         27.7         27.7        100.0
                                                              -------      -------      -------      -------
                                                    TOTAL        94         100.0        100.0        100.0

STATISTICS..

MEAN              1.245

VALID   OBSERVATIONS -            94
MISSING OBSERVATIONS -             0
```

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FILE      ST[illegible]EN (CREATION DATE =   24 MAY)   TEACHER   [illegible]STIONNAIRE TABULATION
SUBFILE      SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BHS          SOUTH       ARLING
             NORDLM      STJOHN

VARIABLE      QUES026          CONCEPT OF TEACHER ALTERED--IF SO HOW.

VALUE LABEL                                   VALUE     ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                        FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                     (PERCENT)    (PERCENT)    (PERCENT)
                                              - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                      0.          24          25.5         25.5         25.5

NO                                             1.          16          17.0         17.0         42.6

MORE DEMANDING                                 2.          24          25.5         25.5         68.1

HARDER TO DISCIPLINE                           3.           5           5.3          5.3         73.4

STUDENT RAPPORT HARD                           4.           5           5.3          5.3         78.7

MORE RESPONSIBILITY                            5.           9           9.6          9.6         88.3

MORE EXCITING                                  6.           2           2.1          2.1         90.4

COURSES UNREALISTIC                            7.           6           6.4          6.4         96.8

OTHER                                          9.           3           3.2          3.2        100.0
                                                        -------      -------      -------      -------
                                              TOTAL        94         100.0        100.0        100.0

STATISTICS..

MEAN              2.394

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
```

```
FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE       SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      HMS         SOUTH       ARLING
              NORULM      STJOHN

VARIABLE      QUES027              EXTENT YOU STUDY OTHER TEACHERS.

VALUE LABEL                                      VALUE    ABSOLUTE     RELATIVE    ADJUSTED    CUMULATIVE
                                                          FREQUENCY    FREQUENCY   FREQUENCY   ADJ FREQ
                                                                       (PERCENT)   (PERCENT)   (PERCENT)
                                                 - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VERY FREQUENTLY                                     1.          8          8.5         8.5          8.5

FREQUENTLY                                          2.         48         51.1        51.1         59.6

INFREQUENTLY                                        3.         26         27.7        27.7         87.2

HARDLY EVER                                         4.         12         12.8        12.8        100.0
                                                          -------      -------     -------      -------
                                                 TOTAL         94        100.0       100.0        100.0

STATISTICS..

MEAN             2.447

VALID   OBSERVATIONS =          94
MISSING OBSERVATIONS =           0
```

```
FILE      ST EN (CREATION DATE =   24 MAY)   TEACHER    ESTIONNAIRE TABULATION
SUBFILE      SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
             NOROLM      STJOHN

VARIABLE     QUES028            EXTENT YOU STUDY OTHER GRADE LEVELS.

VALUE LABEL                                VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                    FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                (PERCENT)   (PERCENT)   (PERCENT)
                                           - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                   0.          4          4.3         4.3         4.3

VERY FREQUENTLY                             1.          3          3.2         3.2         7.4

FREQUENTLY                                  2.         28         29.8        29.8        37.2

INFREQUENTLY                                3.         36         38.3        38.3        75.5

HARDLY EVER                                 4.         23         24.5        24.5       100.0
                                                    -------     -------     -------     -------
                                           TOTAL       94        100.0       100.0       100.0

STATISTICS..

MEAN            2.755

VALID   OBSERVATIONS -        94
MISSING OBSERVATIONS -         0
```

```
FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE       SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
              NORULM      STJOHN

VARIABLE      QUES029            EXTENT YOU WORK WITH OTHER TEACHERS.

VALUE LABEL                                 VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                     FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                 (PERCENT)   (PERCENT)   (PERCENT)
                                            - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VERY FREQUENTLY                               1.         28         29.8        29.8        29.8

FREQUENTLY                                    2.         29         30.9        30.9        60.6

INFREQUENTLY                                  3.         24         25.5        25.5        86.2

HARDLY EVER                                   4.         13         13.8        13.8       100.0
                                                     -------     -------     -------     -------
                                            TOTAL        94        100.0       100.0       100.0

STATISTICS..

MEAN              2.234

VALID   OBSERVATIONS =        94
MISSING OBSERVATIONS =         0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                      24 MAY              PAGE  [illegible]

FILE      S   EN (CREATION DATE =   24 MAY)   TEACHER   STIONNAIRE TABULATION
SUBFILE      SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS          SOUTH        ARLING
             NOROLM      STJOHN

VARIABLE       QUES030            EXTENT YOU WORK WITH OTHER GRADE LEVELS.

VALUE LABEL                                        VALUE     ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                             FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                          (PERCENT)    (PERCENT)    (PERCENT)
                                                  - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
VERY FREQUENTLY                                      1.          9           9.6          9.6          9.6

FREQUENTLY                                           2.         17          18.1         18.1         27.7

INFREQUENTLY                                         3.         39          41.5         41.5         69.1

HARDLY EVER                                          4.         29          30.9         30.9        100.0
                                                             -------      -------      -------      -------
                                                   TOTAL        94         100.0        100.0        100.0

STATISTICS..

MEAN             2.936

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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FILE      STUDEN (CREATION DATE =    24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE       SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
              NORDLM      STJOHN

VARIABLE      QUES031            WHY DID YOU AGREE TO S.T. IN THIS SCHOOL

VALUE LABEL                                    VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                        FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                     (PERCENT)    (PERCENT)    (PERCENT)
                                              - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                         0.          3          3.2          3.2          3.2

NO CHOICE                                         1.         29         30.9         30.9         34.0

CONVENIENT, LIKED IT                              2.         35         37.2         37.2         71.3

IT WAS TRADITIONAL                                3.          3          3.2          3.2         74.5

WANTED OPEN SCHOOL                                4.          6          6.4          6.4         80.9

IT WAS PROGRESSIVE                                5.          5          5.3          5.3         86.2

WANTED PUBLIC SCHOOL                              6.          1          1.1          1.1         87.2

WANTED CHALLENGE                                  7.          3          3.2          3.2         90.4

PRE-S.T. AT SCHOOL                                8.          4          4.3          4.3         94.7

OTHER                                             9.          5          5.3          5.3        100.0
                                                          -------      -------      -------      -------
                                               TOTAL         94        100.0        100.0        100.0

STATISTICS..

MEAN              2.777

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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FILE      ST  EN (CREATION DATE =    24 MAY)   TEACHER    STIONNAIRE TABULATION
SUBFILE       SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS.        SOUTH       ARLING
              NOROLM      STJOHN

VARIABLE       QUES032              IS IT AS YOU THOUGHT--HOW SO OR HOW NOT.

VALUE LABEL                                         VALUE     ABSOLUTE      RELATIVE      ADJUSTED     CUMULATIVE
                                                              FREQUENCY     FREQUENCY     FREQUENCY     ADJ FREQ
                                                                            (PERCENT)     (PERCENT)     (PERCENT)
                                                    - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                              0.          9           9.6           9.6           9.6

NO PRECONCEIVED IDEA                                   1.          6           6.4           6.4          16.0

YES                                                    2.         34          36.2          36.2          52.1

EVEN BETTER                                            3.         16          17.0          17.0          69.1

YES-MORE FREEDOM                                       4.          4           4.3           4.3          73.4

YES-BETTER EQUIPPED                                    5.          2           2.1           2.1          75.5

NO                                                     6.          3           3.2           3.2          78.7

MORE STU. PROBLEMS                                     7.          6           6.4           6.4          85.1

MORE STRUCTURED                                        8.         11          11.7          11.7          96.8

OTHER                                                  9.          3           3.2           3.2         100.0
                                                              -------       -------       -------       -------
                                                    TOTAL         94         100.0         100.0         100.0

STATISTICS..

MEAN            3.436

VALID   OBSERVATIONS -         94
MISSING OBSERVATIONS -          0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                24 MAY        PAGE   48

FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER     PROSPE     MENTOR     CLEVHT     TAYLOR     HAWKEN     BMS        SOUTH      ARLING
             NOROLM     STJOHN

VARIABLE      QUES033          HAS YOUR CONCEPT OF KIDS CHANGED--HOW.

VALUE LABEL                                   VALUE    ABSOLUTE   RELATIVE   ADJUSTED   CUMULATIVE
                                                       FREQUENCY  FREQUENCY  FREQUENCY   ADJ FREQ
                                                                  (PERCENT)  (PERCENT)  (PERCENT)
                                              - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                        0.        1        1.1        1.1        1.1

NO                                               1.       65       69.1       69.1       70.2

YES, NOT SPECIFIED                               2.        2        2.1        2.1       72.3

GREAT ACHIEVERS                                  3.        5        5.3        5.3       77.7

MORE MATURE                                      4.        5        5.3        5.3       83.0

HARDER TO HANDLE                                 5.        4        4.3        4.3       87.2

HARDER-KEEP INTEREST                             6.        2        2.1        2.1       89.4

LESS MATURE                                      7.        3        3.2        3.2       92.6

NEED MORE RESPECT                                8.        2        2.1        2.1       94.7

OTHER                                            9.        5        5.3        5.3      100.0
                                                       -------    -------    -------    -------
                                             TOTAL        94      100.0      100.0      100.0

STATISTICS..

MEAN            2.319

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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[illegible]

FILE       ST  EN (CREATION DATE =    24 MAY)    TEACHER    ESTIONNAIRE TABULATION
SUBFILE       SHAKER       PROSPE       MENTOR       CLEVHT       TAYLOR       HAWKEN       BMS          SOUTH        ARLING
              NOROLM       STJOHN

VARIABLE      QUES034           YOUR CONCEPT OF YOURSELF CHANGED--HOW.

VALUE LABEL                                     VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                         FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                      (PERCENT)    (PERCENT)    (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                         0.          2           2.1          2.1          2.1

NO CHANGE                                         1.         32          34.0         34.0         36.2

YES, NOT SPECIFIED                                2.          5           5.3          5.3         41.5

FEEL MORE CONFIDENT                               3.         29          30.9         30.9         72.3

BETTER THAN REALIZED                              4.          4           4.3          4.3         76.6

IM LESS PREPARED                                  5.          5           5.3          5.3         81.9

IMP. OF PATIENCE                                  6.          4           4.3          4.3         86.2

AWARE IMP. OF CARING                              7.          1           1.1          1.1         87.2

AWARE MY WEAKNESSES                               8.          7           7.4          7.4         94.7

OTHER                                             9.          5           5.3          5.3        100.0
                                                          -------      -------      -------      -------
                                                 TOTAL       94         100.0        100.0        100.0

STATISTICS..

MEAN              3.213

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                        24 MAY        PAGE   50

FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
             NORULM      STJOHN

VARIABLE      QUES035            HOW HELPFUL ADULTS IN THE SCHOOL.

VALUE LABEL                                   VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                       FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                    (PERCENT)    (PERCENT)    (PERCENT)
                                              - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

EXTREMELY HELPFUL                                1.        48          51.1         51.1         51.1

SOMEWHAT HELPFUL                                 2.        38          40.4         40.4         91.5

NEUTRAL                                          3.         6           6.4          6.4         97.9

NOT VERY HELPFUL                                 4.         2           2.1          2.1        100.0
                                                       -------      -------      -------      -------
                                              TOTAL        94         100.0        100.0        100.0

STATISTICS..

MEAN              1.596

VALID   OBSERVATIONS -        94
MISSING OBSERVATIONS -         0
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FILE       S' 'EN (CREATION DATE =   24 MAY)   TEACHER   STIONNAIRE TABULATION
SUBFILE      SHAKER     PROSPE     MENTOR     CLEVHT     TAYLOR     HAWKEN     BMS        SOUTH      ARLING
             NOROLM     STJOHN

VARIABLE      QUES036          HOW MANY WEEKS HAVE YOU BEEN S.T.

VALUE LABEL                                   VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                       FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                   (PERCENT)   (PERCENT)   (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - - -
NO ANSWER OR NONE                               0.         1          1.1         1.1         1.1

1-2 WEEKS                                       1.         1          1.1         1.1         2.1

5-6 WEEKS                                       3.        40         42.6        42.6        44.7

7-8 WEEKS                                       4.        18         19.1        19.1        63.8

9-10 WEEKS                                      5.        20         21.3        21.3        85.1

11-12 WEEKS                                     6.        13         13.8        13.8        98.9

MORE THAN 12 WEEKS                              7.         1          1.1         1.1       100.0
                                                      -------     -------     -------     -------
                                              TOTAL       94        100.0       100.0       100.0
STATISTICS..

MEAN              4.021

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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FILE     STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE     SHAKER      PROSPE      MENTOR      CLEVHT     TAYLOR     HAWKEN     BMS        SOUTH      ARLING
            NOROLM      STJOHN

VARIABLE     QUES037           WHEN DID YOU BECOME IN CHARGE OF A CLASS

VALUE LABEL                              VALUE   ABSOLUTE     RELATIVE    ADJUSTED    CUMULATIVE
                                                 FREQUENCY    FREQUENCY   FREQUENCY    ADJ FREQ
                                                              (PERCENT)   (PERCENT)    (PERCENT)
                                         - - - - - - - - - - - - - - - - - - - - - - - - - - - -
NO ANSWER OR NONE                          0.          8          8.5         8.5          8.5

1-2 WEEKS                                  1.         32         34.0        34.0         42.6

3-4 WEEKS                                  2.         27         28.7        28.7         71.3

5-6 WEEKS                                  3.         18         19.1        19.1         90.4

7-8 WEEKS                                  4.          8          8.5         8.5         98.9

9-10 WEEKS                                 5.          1          1.1         1.1        100.0
                                                  -------      -------     -------      -------
                                         TOTAL        94        100.0       100.0        100.0

STATISTICS..

MEAN              1.883

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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FILE      S  EN (CREATION DATE =   24 MAY)   TEACHER   ESTIONNAIRE TABULATION
SUBFILE     SHAKER     PROSPE     MENTOR     CLEVHT     TAYLOR     HAWKEN     BMS        SOUTH      ARLING
            NOROLM     STJOHN

VARIABLE     QUES38A           ARE YOU COMPETENT IN YOUR CONTENT AREA.

VALUE LABEL                                  VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                     FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                 (PERCENT)   (PERCENT)   (PERCENT)
                                            - - - - - - - - - - - - - - - - - - - - - - - - - - -
NO ANSWER                                     0.         2         2.1         2.1         2.1

YES                                           1.        90        95.7        95.7        97.9

NO                                            2.         1         1.1         1.1        98.9

                                              8.         1         1.1         1.1       100.0
                                                     -------     -------     -------     -------
                                            TOTAL       94       100.0       100.0       100.0
STATISTICS..

MEAN             1.064

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER     PROSPE      MENTOR     CLEVHT      TAYLOR     HAWKEN     BMS         SOUTH        ARLING
             NOROLM     STJOHN

VARIABLE       QUES38B           WHAT IS YOUR CONTENT AREA.

                                                   VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
VALUE LABEL                                                 FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                         (PERCENT)    (PERCENT)    (PERCENT)
                                                 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                            0.         7           7.4          7.4          7.4

SCIENCE                                              1.         5           5.3          5.3         12.8

SOCIAL SCIENCE                                       2.         6           6.4          6.4         19.1

MATH                                                 3.         7           7.4          7.4         26.6

HISTORY                                              4.         6           6.4          6.4         33.0

ENGLISH                                              5.        10          10.6         10.6         43.6

OTHER                                                7.         6           6.4          6.4         50.0

ELEMENTARY EDUCATION                                 8.        47          50.0         50.0        100.0
                                                             -------      -------      -------      -------
                                                   TOTAL       94         100.0        100.0        100.0

STATISTICS..

MEAN             5.638

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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FILE      S° PEN (CREATION DATE =   24 MAY)   TEACHER   ESTIONNAIRE TABULATION
SUBFILE      SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
             NOROLM      STJOHN

VARIABLE      QUES039           HOW AWARE OF RESOURCES IN YOUR SCHOOL.

VALUE LABEL                                    VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                        FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                    (PERCENT)   (PERCENT)   (PERCENT)
                                               - - - - - - - - - - - - - - - - - - - - - - - - - - - -
EXTREMELY FAMILIAR                              1.        47          50.0        50.0        50.0

SOMEWHAT FAMILIAR                               2.        46          48.9        48.9        98.9

NOT AT ALL FAMILIAR                             3.         1           1.1         1.1       100.0
                                                      -------     -------     -------     -------
                                              TOTAL       94         100.0       100.0       100.0
STATISTICS..

MEAN             1.511

VALID   OBSERVATIONS -         94
MISSING OBSERVATIONS -          0
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FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER     PROSPE     MENTOR     CLEVHT     TAYLOR     HAWKEN     BMS        SOUTH      APLING
             NORDLM     STJOHN

VARIABLE      QUES040            HOW AWARE OF RESOURCES IN YOUR COMMUNITY

VALUE LABEL                                 VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                     FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                 (PERCENT)   (PERCENT)   (PERCENT)
                                            - - - - - - - - - - - - - - - - - - - - - - - - - - - -

EXTREMELY FAMILIAR                            1.          17        18.1        18.1        18.1

SOMEWHAT FAMILIAR                             2.          56        59.6        59.6        77.7

NOT AT ALL FAMILIAR                           3.          21        22.3        22.3       100.0
                                                     -------     -------     -------     -------
                                            TOTAL         94       100.0       100.0       100.0

STATISTICS..

MEAN            2.043

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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FILE      S   DEN (CREATION DATE =   24 MAY)   TEACHER   ESTIONNAIRE TABULATION
SUBFILE      SHAKER    PROSPE     MENTOR     CLEVHT     TAYLOR     HAWKEN     BMS        SOUTH      APLING
             NORULM    STJOHN

VARIABLE      QUES041          HOW MUCH TEACHING PREPARATION PER DAY.

VALUE LABEL                                  VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                     FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                 (PERCENT)   (PERCENT)   (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - -

LESS THAN 1 HOUR                               1.          1         1.1         1.1         1.1

1 HOUR                                         2.          3         3.2         3.2         4.3

2 HOURS                                        3.         24        25.5        25.5        29.8

3 HOURS                                        4.         23        24.5        24.5        54.3

4 HOURS                                        5.         19        20.2        20.2        74.5

5 HOURS                                        6.         14        14.9        14.9        89.4

6-8 HOURS                                      7.          9         9.6         9.6        98.9

MORE THAN 10 HOURS                             9.          1         1.1         1.1       100.0
                                                     -------     -------     -------     -------
                                             TOTAL        94       100.0       100.0       100.0

STATISTICS..

MEAN             4.489

VALID   OBSERVATIONS -         94
MISSING OBSERVATIONS -          0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                              24 MAY        PAGE   58

FILE       STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE       SHAKER     PROSPE     MENTOR     CLEVHT     TAYLOR     HAWKEN     BMS        SOUTH      ARLING
              NORDLM     STJOHN

VARIABLE      QUES042           ATTEND MEETINGS THAT COOP TEACHER IS IN.

VALUE LABEL                                   VALUE   ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                      FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                  (PERCENT)   (PERCENT)   (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                        0.          1         1.1         1.1          1.1

YES                                              1.         70        74.5        74.5         75.5

NO                                               2.         23        24.5        24.5        100.0
                                                       -------     -------     -------      -------
                                             TOTAL          94       100.0       100.0        100.0

STATISTICS..

MEAN              1.234

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                24 MAY        PAGE    59

FILE      S  EN (CREATION DATE =   24 MAY)   TEACHER   ESTIONNAIRE TABULATION
SUBFILE        SHAKER     PROSPE     MENTOR     CLEVHT     TAYLOR     HAWKEN     BMS        SOUTH      ARLING
               NORDLM     STJOHN

VARIABLE      QUES43A           YOUR AGE.

VALUE LABEL                                  VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                      FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                  (PERCENT)   (PERCENT)   (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - -
NO ANSWER                                      0.          1         1.1         1.1         1.1

20-24 YEARS OLD                                1.         75        79.8        79.8        80.9

25-29 YEARS OLD                                2.          5         5.3         5.3        86.2

30-34 YEARS OLD                                3.          5         5.3         5.3        91.5

35-39 YEARS OLD                                4.          1         1.1         1.1        92.6

40-44 YEARS OLD                                5.          4         4.3         4.3        96.8

50-54 YEARS OLD                                7.          2         2.1         2.1        98.9

OVER 55 YEARS OLD                              8.          1         1.1         1.1       100.0
                                                      -------     -------     -------     -------
                                             TOTAL        94       100.0       100.0       100.0

STATISTICS..

MEAN           1.553

VALID   OBSERVATIONS =          94
MISSING OBSERVATIONS =           0
```

```
FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE       SHAKER      PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
              NORDLM      STJOHN

VARIABLE      QUES43C             ELEMENTARY, SECONDARY SCHOOL ATTENDED.

VALUE LABEL                                  VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                      FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                   (PERCENT)    (PERCENT)    (PERCENT)
                                            - - - - - - - - - - - - - - - - - - - - - - - - - - - -
NO ANSWER                                      0.          1          1.1          1.1          1.1

RURAL AREA                                     1.          2          2.1          2.1          3.2

SUBURBAN AREA                                  2.         52         55.3         55.3         58.5

URBAN AREA                                     3.         24         25.5         25.5         84.0

INNER CITY AREA                                4.          4          4.3          4.3         88.3

URBAN & SUBURBAN                               5.          7          7.4          7.4         95.7

RURAL & SUBURBAN                               6.          3          3.2          3.2         98.9

RURAL & URBAN                                  9.          1          1.1          1.1        100.0
                                                      -------      -------      -------      -------
                                             TOTAL        94        100.0        100.0        100.0

STATISTICS..

MEAN              2.787

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
```

```
FILE      S  )EN (CREATION DATE =   24 MAY)   TEACHER    ESTIONNAIRE TABULATION
SUBFILE      SHAKER     PROSPE      MENTOR      CLEVHT      TAYLOR      HAWKEN      BMS         SOUTH       ARLING
             NOROLM     STJOHN

VARIABLE      QUES43D          ELEMENTARY, SECONDARY SCHOOL ATTENDED.

VALUE LABEL                                    VALUE   ABSOLUTE   RELATIVE    ADJUSTED    CUMULATIVE
                                                       FREQUENCY  FREQUENCY   FREQUENCY   ADJ FREQ
                                                                  (PERCENT)   (PERCENT)   (PERCENT)
                                               - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                        0.        1         1.1         1.1          1.1

PUBLIC SCHOOL                                    1.       45        47.9        47.9         48.9

PRIVATE, PAROCHIAL                               2.       41        43.6        43.6         92.6

BOTH                                             3.        7         7.4         7.4        100.0
                                                       -------    -------     -------      -------
                                               TOTAL      94       100.0       100.0        100.0

STATISTICS..

MEAN              1.574

VALID   OBSERVATIONS =          94
MISSING OBSERVATIONS =           0
```

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CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE     STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER     PROSPE     MENTOR     CLEVHT     TAYLOR     HAWKEN     BMS        SOUTH      ARLING
             NOROLM     STJOHN

VARIABLE     QUES43E          KIND OF SCHOOL STUDENT TEACHING III.

                                              VALUE   ABSOLUTE   RELATIVE    ADJUSTED    CUMULATIVE
VALUE LABEL                                           FREQUENCY  FREQUENCY   FREQUENCY   ADJ FREQ
                                                                 (PERCENT)   (PERCENT)   (PERCENT)
                                              - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                        0.        1        1.1         1.1         1.1
RURAL AREA                                       1.        1        1.1         1.1         2.1
SUBURBAN AREA                                    2.       72       76.6        76.6        78.7
URBAN AREA                                       3.       13       13.8        13.8        92.6
INNER CITY AREA                                  4.        5        5.3         5.3        97.9
URBAN & SUBURBAN                                 5.        1        1.1         1.1        98.9
RURAL & SUBURBAN                                 8.        1        1.1         1.1       100.0
                                                       -------    -------     -------     -------
                                              TOTAL       94      100.0       100.0       100.0

STATISTICS..

MEAN              2.309

VALID   OBSERVATIONS -        94
MISSING OBSERVATIONS -         0
```

```
FILE      S  EN (CREATION DATE =   24 MAY)   TEACHER   ESTIONNAIRE TABULATION
SUBFILE      SHAKER     PROSPE     MENTOR     CLEVHT     TAYLOR     HAWKEN     BMS        SOUTH      ARLING
             NOROLM     STJOHN

VARIABLE      QUES43F           KIND OF SCHOOL STUDENT TEACHING IN.


VALUE LABEL                                   VALUE     ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                        FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                    (PERCENT)   (PERCENT)   (PERCENT)
                                           - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                        0.          1         1.1         1.1          1.1

PUBLIC SCHOOL                                    1.         56        59.6        59.6         60.6

PRIVATE, PAROCHIAL                               2.         37        39.4        39.4        100.0
                                                        -------     -------     -------      -------
                                             TOTAL          94       100.0       100.0        100.0

STATISTICS..

MEAN              1.383

VALID   OBSERVATIONS =           94
MISSING OBSERVATIONS =            0
```

```
FILE      STUDEN (CREATION DATE =   24 MAY)   TEACHER QUESTIONNAIRE TABULATION
SUBFILE      SHAKER     PROSPE     MENTOR     CLEVHT     TAYLOR     HAWKEN     BNS        SOUTH      ARLING
             NORDLN     STJOHN

VARIABLE      QUES43J          YOUR COLLEGE OR UNIVERSITY,

VALUE LABEL                                  VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                     FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                 (PERCENT)   (PERCENT)   (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                      0.          1         1.1         1.1         1.1

CASE WESTERN RESERVE                           2.         20        21.3        21.3        22.3

CLEVELAND STATE                                3.          3         3.2         3.2        25.5

JOHN CARROLL                                   5.         10        10.6        10.6        36.2

ST. JOHN COLLEGE                               7.         31        33.0        33.0        69.1

OTHER                                          9.         29        30.9        30.9       100.0
                                                     -------     -------     -------     -------
                                           TOTAL          94       100.0       100.0       100.0

STATISTICS..

MEAN              6.130

VALID   OBSERVATIONS -         94
MISSING OBSERVATIONS -          0
```

```
FILE      S  DEN (CREATION DATE =   24 MAY)   TEACHER   ESTIONNAIRE TABULATION
SUBFILE      SHAKER      PROSPE     MENTOR     CLEVHT     TAYLOR     HAWKEN     UHS        SOUTH      ARLING
             NOROLM      STJOHN

VARIABLE      QUES43K           GRADE LEVEL OF S.T. EXPERIENCE.

VALUE LABEL                                     VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                        FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                    (PERCENT)   (PERCENT)   (PERCENT)
                                                - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                         0.         1         1.1         1.1         1.1

GRADES K THRU 3                                   1.        31        33.0        33.0        34.0

GRADES 4 THRU 6                                   2.        27        28.7        28.7        62.8

GRADES 7 THRU 9                                   3.        13        13.8        13.8        76.6

GRADES 10 THRU 12                                 4.        14        14.9        14.9        91.5

GRADES K THRU 6                                   5.         5         5.3         5.3        96.8

GRADES 7 THRU 12                                  6.         3         3.2         3.2       100.0
                                                        -------     -------     -------     -------
                                                TOTAL       94       100.0       100.0       100.0

STATISTICS..

MEAN             2.372

VALID   OBSERVATIONS -          94
MISSING OBSERVATIONS -           0
```

TABULATION OF RESPONSES TO
THE
COOPERATING TEACHERS SURVEY - SPRING 1972

Conducted By The

TEACHER EDUCATION CENTERS COORDINATING COMMITTEE

As part of the SITE Project

Funded by a Grant from the

MARTHA HOLDEN JENNINGS FOUNDATION

In March of 1972 the Teacher Education Centers Coordinating Committee conducted a questionnaire study of student teachers and cooperating teachers from teacher education centers operating in the Greater Cleveland area. Verbatim responses are available in a separate report. This report presents the tabulation of responses from cooperating teachers. Responses from Student Teachers are available in a separate report.

Cleveland Commission on Higher Education
Cleveland, Ohio

April, 1972

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CLEVELAND COMMISSION ON HIGHER EDUCATION                                              24 MAY        PAGE

FILE      QUESTI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE      SHAKER      KIRK       PROSPE     MENTOR      CLEVHT      JFK        TAYLOR      HAWKEN      UMS
             ARLING      GILGLE     NOROLM     STJOHN

VARIABLE      VAR001            AWARE BEFORE WOULD HAVE STUDENT TEACHER.

VALUE LABEL                                 VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                     FREQUENCY    FREQUENCY    FREQUENCY   ADJ FREQ
                                                                  (PERCENT)    (PERCENT)   (PERCENT)
                                            - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

WEEK OR LESS                                  2.         8           6.9          7.1          7.1

2-3 WEEKS                                     3.        18          15.5         16.1         23.2

4-5                                           4.        27          23.3         24.1         47.3

6-7                                           5.        24          20.7         21.4         68.7

8-9                                           6.        10           8.6          8.9         77.7

10-11                                         7.         7           6.0          6.3         83.9

OVER 11                                       8.         8           6.9          7.1         91.1

YES - NOT SPECIFIED                           9.        10           8.6          8.9        100.0

NO ANSWER                                     0.         0            .0      MISSING        100.0

NO                                            1.         4           3.4      MISSING        100.0
                                                     -------      -------      -------      -------
                                            TOTAL      116         100.0        100.0        100.0

STATISTICS..

MEAN              5.009

VALID   OBSERVATIONS -          112
MISSING OBSERVATIONS -            4
```

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CLEVELAND COMMISSION ON HIGHER EDUCATION                                          24 MAY        PAGE

FILE      C  STI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE      SHAKER    KIRK       PROSPE      MENTOR    CLEVHT    JFK        TAYLOR     HAWKEN     BMS
             ARLING    GILGLE     NOROLM      STJOHN

VARIABLE     VAR002            IF TRAINED FOR SUPERVISOR--HOW HELPFUL.

VALUE LABEL                                 VALUE   ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                    FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                 (PERCENT)    (PERCENT)    (PERCENT)
                                          - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO                                            1.         74         63.8         63.8         63.8

YES, EXTREMELY                                2.         13         11.2         11.2         75.0

YES, SOMEWHAT                                 3.         26         22.4         22.4         97.4

YES, NOT AT ALL                               4.          3          2.6          2.6        100.0
                                                    -------      -------      -------      -------
                                            TOTAL       116        100.0        100.0        100.0

STATISTICS..

MEAN              1.638

VALID   OBSERVATIONS =          116
MISSING OBSERVATIONS =            0
```

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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                                    24 MAY          PAGE

FILE       QUEST1 (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE       SHAKER      KIRK         PROSPE      MENTOR      CLEVHT       ICM          TAYLOR       HAWKEN       BMS
              ARLING      GILGLE       NORDLM      ST.JOHN

VARIABLE      VAR003              ASK FOR STUDENT TEACHER.

VALUE LABEL                                          VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                              FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                           (PERCENT)    (PERCENT)    (PERCENT)
                                                 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                              0.          2          1.7          1.7          1.7

NO                                                     1.         80         69.0         69.0         70.7

YES                                                    2.         34         29.3         29.3        100.0
                                                              -------      -------      -------      -------
                                                    TOTAL        116        100.0        100.0        100.0

STATISTICS..

MEAN                1.276

VALID   OBSERVATIONS =        116
MISSING OBSERVATIONS =          0
```

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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                24 MAY          PAGE

FILE      STI  (CREATION DATE =   24 MAY)   FOR COO. RATING TEACHERS
SUBFILE   SHAKER      KIRK        PROSPE      MENTOR      CLEVHT      JFK         TAYLOR      HAWKEN      BHS
          ARLING      GILGLE      NOROLM      STJOHN

VARIABLE     VAR004             IF HAD S.T.BEFORE WAS EXPERIENCE HELPFUL

                                                                   RELATIVE     ADJUSTED    CUMULATIVE
                                                   VALUE  ABSOLUTE FREQUENCY    FREQUENCY    ADJ FREQ
VALUE LABEL                                               FREQUENCY (PERCENT)   (PERCENT)    (PERCENT)
                                                   - - - - - - - - - - - - - - - - - - - - - - - - - -
                                                     0.       1        .9          .9           .9
NO ANSWER
                                                     1.      35      30.2        30.2         31.0
NO
                                                     2.      52      44.8        44.8         75.9
YES, EXTREMELY
                                                     3.      23      19.8        19.8         95.7
YES, SOMEWHAT
                                                     4.       2       1.7         1.7         97.4
YES, NOT AT ALL
                                                     5.       3       2.6         2.6        100.0
YES, NOT SPECIFIED                                         -------   -------     -------      -------
                                                   TOTAL    116     100.0       100.0        100.0

STATISTICS..

MEAN            1.991

VALID   OBSERVATIONS =          116
MISSING OBSERVATIONS =            0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                              24 MAY          PAGE

FILE      QUESTI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE       SHAKER      KIRK         PROSPE       MENTOR      CLEVHT      JFK          TAYLOR       HAWKEN       BMS
              ARLING      GILGLE       NOROLM       STJOHN

VARIABLE       VAR005              HAVE ASSISTANCE DURING TERM.

VALUE LABEL                                  VALUE    ABSOLUTE      RELATIVE     ADJUSTED     CUMULATIVE
                                                      FREQUENCY     FREQUENCY    FREQUENCY     ADJ FREQ
                                                                    (PERCENT)    (PERCENT)     (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                     0.          4            3.4          3.4           3.4

YES-COLLEGE OR UNIV.                          1.         58           50.0         50.0          54.3

YES-SCHOOL DISTRICT                           2.          2            1.7          1.7          56.0

YES-BOTH                                      3.         26           22.4         22.4          78.4

NO                                            5.         25           21.6         21.6         100.0
                                                      -------       -------      -------       -------
                                             TOTAL      116          100.0        100.0         100.0

STATISTICS..

MEAN            2.293

VALID   OBSERVATIONS -         116
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                        24 MAY         PAGE

FILE          STI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE       SHAKER      KIRK        PROSPE      MENTOR      CLEVHT      JFK         TAYLOR      HAWKEN      BMS
              ARLING      GILGLE      NOROLM      STJOHN

VARIABLE      VAR006              WHAT IS NATURE OF ASSISTANCE.

VALUE LABEL                                  VALUE   ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                     FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                 (PERCENT)   (PERCENT)   (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                      0.         4         3.4         4.5         4.5

SEMINARS,MEETINGS                              1.        10         8.6        11.4        15.9

CENTER COORDINATOR                             2.        17        14.7        19.3        35.2

DIR OF STU TEACHING                            3.        42        36.2        47.7        83.0

TEACHERS                                       4.         2         1.7         2.3        85.2

DEPT SUPERVISOR                                5.         2         1.7         2.3        87.5

NOT HELPFUL                                    6.         2         1.7         2.3        89.8

OTHER                                          7.         9         7.8        10.2       100.0

NO ON PREVIOUS Q.                              8.        25        21.6     MISSING       100.0

YES,NOT SPECIFIED                              9.         3         2.6     MISSING       100.0
                                                     -------     -------     -------     -------
                                             TOTAL      116       100.0       100.0       100.0

STATISTICS..

MEAN              2.989

VALID   OBSERVATIONS -          88
MISSING OBSERVATIONS -          28
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                                                                                          24 MAY        PAGE   1
CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE      QUESTI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE      SHAKER     KIRK        PRUSPE      MENTOR      CLEVHT      JCU          TAYLOR      HAWKEN      BMS
             ARLING     GILGLE      NOROLM      STJOHN

VARIABLE      VAR007               HOW KNOWLEDGEABLE IS STUDENT TEACHER.

VALUE LABEL                                     VALUE    ABSOLUTE    RELATIVE     ADJUSTED     CUMULATIVE
                                                         FREQUENCY   FREQUENCY    FREQUENCY    ADJ FREQ
                                                                     (PERCENT)    (PERCENT)    (PERCENT)
                                              - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                         0.         1           .9           .9           .9
EXTREMELY                                         1.        36         31.0         31.0         31.9
SOMEWHAT                                          2.        61         52.6         52.6         84.5
NEUTRAL                                           3.        14         12.1         12.1         96.6
NOT VERY                                          4.         2          1.7          1.7         98.3
NOT AT ALL                                        5.         2          1.7          1.7        100.0
                                                         -------      -------      -------      -------
                                                TOTAL      116        100.0        100.0        100.0

STATISTICS..

MEAN              1.879

VALID   OBSERVATIONS -         116
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                           24 MAY      PAGE    1

FILE        STI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE     SHAKER     KIRK        PROSPE      MENTOR      CLEVHT      JCK         TAYLOR      HAWKEN      BMS
            ARLING     GILGLE      NOROLM      STJOHN

VARIABLE      VAROO8            HOW DOES STUDENT TEACHER RELATE TO KIDS.

VALUE LABEL                                 VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                     FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                  (PERCENT)    (PERCENT)    (PERCENT)
                                            - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                      0.         1            .9           .9           .9

EXTREMELY WELL                                 1.        50          43.1         43.1         44.0

FAIRLY WELL                                    2.        40          34.5         34.5         78.4

NEUTRAL                                        3.        15          12.9         12.9         91.4

NOT VERY WELL                                  4.         6           5.2          5.2         96.6

NOT RELATE AT ALL                              5.         4           3.4          3.4        100.0
                                                     -------      -------      -------      -------
                                            TOTAL       116         100.0        100.0        100.0

STATISTICS..

MEAN              1.888

VALID   OBSERVATIONS -        116
MISSING OBSERVATIONS -          0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                   24 MAY        PAGE   1

FILE      QUESTI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE        SHAKER      KIRK        PROSPE      MENTOR      CLEVHT      JFK         TAYLOR      HAWKEN      BMS
               ARLINC      GILGLE      NOROLM      STJOHN

VARIABLE      VAR009            HOW DOES STUD. TEACH. RELATE TO ADULTS.

VALUE LABEL                                        VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                            FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                         (PERCENT)    (PERCENT)    (PERCENT)
                                                  - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                            0.          1            .9           .9           .9

EXTREMELY WELL                                       1.         57          49.1         49.1         50.0

FAIRLY WELL                                          2.         40          34.5         34.5         84.5

NEUTRAL                                              3.         14          12.1         12.1         96.6

NOT VERY WELL                                        4.          1            .9           .9         97.4

NOT RELATE AT ALL                                    5.          3           2.6          2.6        100.0
                                                             -------      -------      -------      -------
                                                   TOTAL       116         100.0        100.0        100.0

STATISTICS..

MEAN            1.707

VALID   OBSERVATIONS -        116
MISSING OBSERVATIONS -          0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                    24 MAY        PAGE   1

FILE        STI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE     SHAKER      KIRK        PROSPE      MENTOR      CLEVHT      JFK         TAYLOR      HAWKEN      BMS
            ARLING      GILGLE      NOROLM      STJOHN

VARIABLE      VAR010            HOW MANY STUD. TEACH. RESPONSIBLE FOR.

VALUE LABEL                                      VALUE    ABSOLUTE     RELATIVE     ADJUSTED     CUMULATIVE
                                                          FREQUENCY    FREQUENCY    FREQUENCY     ADJ FREQ
                                                                       (PERCENT)    (PERCENT)     (PERCENT)
                                                 - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

ONE                                                1.         91          78.4         82.0          82.0

TWO                                                2.         12          10.3         10.8          92.8

THREE                                              3.          2           1.7          1.8          94.6

FOUR                                               4.          3           2.6          2.7          97.3

SIX                                                6.          1            .9           .9          98.2

SEVEN                                              7.          1            .9           .9          99.1

GREATER THAN 7                                     8.          1            .9           .9         100.0

NO ANSWER                                          0.          2           1.7       MISSING        100.0

NONE                                               9.          3           2.6       MISSING        100.0
                                                          -------      -------      -------       -------
                                                 TOTAL       116         100.0        100.0         100.0

STATISTICS..

MEAN              1.387

VALID   OBSERVATIONS -        111
MISSING OBSERVATIONS -          5
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                              24 MAY        PAGE    1

FILE      QUESTI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE        SHAKER      KIRK        PROSPE      MENTOR      CLEVHT      JFK         TAYLOR      HAWKEN      BMS
               ARLING      GILGLE      NOROLM      STJOHN

VARIABLE       VAR011                  TRAINING SESSIONS FOR TEACHERS.

VALUE LABEL                                     VALUE    ABSOLUTE      RELATIVE     ADJUSTED    CUMULATIVE
                                                         FREQUENCY     FREQUENCY    FREQUENCY    ADJ FREQ
                                                                       (PERCENT)    (PERCENT)    (PERCENT)
                                               - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

YES-COLLEGE                                        3.          17          14.7         77.3         77.3

YES-SCHOOL                                         4.           2           1.7          9.1         86.4

YES-BOTH                                           5.           3           2.6         13.6        100.0

NO ANSWER                                          0.           1            .9      MISSING        100.0

NO                                                 1.          93          80.2      MISSING        100.0
                                                         -------       -------      -------      -------
                                                 TOTAL        116         100.0        100.0        100.0

STATISTICS..

MEAN              3.364

VALID   OBSERVATIONS -          22
MISSING OBSERVATIONS -          94
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                              24 MAY        PAGE    1

FILE        STI (CREATION DATE =    24 MAY)   FOR COO  RATING TEACHERS
SUBFILE     SHAKER      KIRK         PROSPE       MENTOR     CLEVHT      JFK          TAYLOR      HAWKEN       BMS
            ARLING      GILGLE       NOROLM       STJOHN

VARIABLE      VAR012              RESPONSE TO SUGGESTED CHANGES

VALUE LABEL                                   VALUE    ABSOLUTE      RELATIVE      ADJUSTED      CUMULATIVE
                                                       FREQUENCY     FREQUENCY     FREQUENCY      ADJ FREQ
                                                                     (PERCENT)     (PERCENT)      (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

TOO EARLY TO TELL                               2.          7            6.0          13.5           13.5

IGNORED,NO RESPONSE                             3.         15           12.9          28.8           42.3

NOT IMPLEMENTED                                 4.          8            6.9          15.4           57.7

FAVORABLY RECEIVED                              5.         14           12.1          26.9           84.6

IMPLEMENTED                                     6.          7            6.0          13.5           98.1

OTHER                                           7.          1             .9           1.9          100.0

NO ANSWER                                       0.          3            2.6        MISSING         100.0

NONE SUGGESTED                                  1.         54           46.6        MISSING         100.0

NO RESPONSE STATED                              9.          7            6.0        MISSING         100.0
                                                        -------       -------       -------        -------
                                              TOTAL       116          100.0         100.0          100.0

STATISTICS..

MEAN               4.038

VALID   OBSERVATIONS -          52
MISSING OBSERVATIONS -          64
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                        24 MAY        PAGE    1

FILE      QUESTI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE       SHAKER     KIRK       PROSPE     MENTOR     CLEVHT     JCU        TAYLOR     HAWKEN     BMS
              ARLING     GILGLE     NOROLM     STJOHN

VARIABLE      VAR013            WHAT CHANGES DESIRED.

VALUE LABEL                                 VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                    FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                (PERCENT)   (PERCENT)   (PERCENT)
                                            - - - - - - - - - - - - - - - - - - - - - - - - - - - -

MORE FLD EXPERIENCES                          1.        34        29.3        41.5        41.5

LONGER STU TEACHING                           2.        15        12.9        18.3        59.8

MORE HELP FROM UNIV                           3.        18        15.5        22.0        81.7

LET SCHOOLS DO MORE                           4.         2         1.7         2.4        84.1

ASSESS SKILLS FIRST                           5.         5         4.3         6.1        90.2

MORE LESSON PLAN TNG                          6.         3         2.6         3.7        93.9

CAREFUL PLACEMENT                             7.         3         2.6         3.7        97.6

LIGHTEN S.T. CLASSES                          8.         2         1.7         2.4       100.0

NO ANSWER                                     0.        26        22.4     MISSING       100.0

OK AS IS                                      9.         8         6.9     MISSING       100.0
                                                    -------     -------     -------     -------
                                            TOTAL      116       100.0       100.0       100.0

STATISTICS..

MEAN             2.512

VALID   OBSERVATIONS -         82
MISSING OBSERVATIONS -         34
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                          24 MAY       PAGE   1

FILE      STI (CREATION DATE =   24 MAY)   FOR COOP RATING TEACHERS
SUBFILE   SHAKER      KIRK        PROSPE      MENTOR      CLEVHT      JFK         TAYLOR      HAWKEN      BMS
          ARLING      GILGLE      NOROLM      STJOHN

VARIABLE      VAR014            IS STUDENT PREPARED FOR RURAL SCHOOL.

VALUE LABEL                           VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                               FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                           (PERCENT)   (PERCENT)   (PERCENT)
                                      - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VERY WELL PREPARED                     1.         24         20.7        24.5        24.5

SOMEWHAT PREPARED                      2.         33         28.4        33.7        58.2

NEUTRAL                                3.         20         17.2        20.4        78.6

SOMEWHAT UNPREPARED                    4.         12         10.3        12.2        90.8

NOT AT ALL PREPARED                    5.          9          7.8         9.2       100.0

NO ANSWER                              0.         18         15.5     MISSING       100.0
                                               -------     -------     -------     -------
                                      TOTAL      116        100.0       100.0       100.0

STATISTICS..

MEAN              2.480

VALID   OBSERVATIONS -          98
MISSING OBSERVATIONS -          18
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                          24 MAY        PAGE   1

FILE      QUESTI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE      SHAKER      KIRK        PROSPE      MENTOR      CLEVHT      JFK         TAYLOR      HAWKEN      BMS
             ARLING      GILGLE      NOROLM      STJOHN

VARIABLE      VAR015

VALUE LABEL                                     VALUE    ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                         FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                     (PERCENT)   (PERCENT)    (PERCENT)
                                                - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VERY WELL PREPARED                                 1.        56        48.3        49.1         49.1

SOMEWHAT PREPARED                                  2.        31        26.7        27.2         76.3

NEUTRAL                                            3.        15        12.9        13.2         89.5

SOMEWHAT UNPREPARED                                4.         7         6.0         6.1         95.6

NOT AT ALL PREPARED                                5.         5         4.3         4.4        100.0

NO ANSWER                                          0.         2         1.7      MISSING       100.0
                                                         -------     -------     -------      -------
                                                TOTAL       116       100.0       100.0        100.0

STATISTICS..

MEAN             1.895

VALID   OBSERVATIONS -        114
MISSING OBSERVATIONS -          2
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                              24 MAY        PAGE   1

FILE          STI (CREATION DATE =   24 MAY)   FOR COO  RATING TEACHERS
SUBFILE       SHAKER      KIRK        PROSPE     MENTOR     CLEVHT      JFK           TAYLOR      HAWKEN     BMS
              ARLING      GILGLE      NOROLM     STJOHN

VARIABLE      VAR016            IS STUDENT PREPARED FOR URBAN SCHOOL.

VALUE LABEL                                       VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                          FREQUENCY    FREQUENCY    FREQUENCY     ADJ FREQ
                                                                       (PERCENT)    (PERCENT)    (PERCENT)
                                                - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VERY WELL PREPARED                                  1.        39          33.6         36.8         36.8

SOMEWHAT PREPARED                                   2.        33          28.4         31.1         67.9

NEUTRAL                                             3.        20          17.2         18.9         86.8

SOMEWHAT UNPREPARED                                 4.         8           6.9          7.5         94.3

NOT AT ALL PREPARED                                 5.         6           5.2          5.7        100.0

NO ANSWER                                           0.        10           8.6      MISSING        100.0
                                                           -------      -------      -------      -------
                                                  TOTAL      116         100.0        100.0        100.0

STATISTICS..

MEAN              2.142

VALID   OBSERVATIONS -        106
MISSING OBSERVATIONS -         10
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FILE      QUESTI (CREATION DATE =    24 MAY)   FOR COOPERATING TEACHERS
SUBFILE      SHAKER      KIRK        PROSPE      MENTOR      CLEVHT      JFK         TAYLOR      HAWKEN      BMS
             ARLING      GILGLE      NORDLM      STJOHN

VARIABLE      VAR017             IS STUDENT PREPARED FOR INNER CITY.

VALUE LABEL                                  VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                      FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                   (PERCENT)    (PERCENT)   (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VERY WELL PREPARED                             1.         13         11.2         13.1         13.1

SOMEWHAT PREPARED                              2.         14         12.1         14.1         27.3

NEUTRAL                                        3.         37         31.9         37.4         64.6

SOMEWHAT UNPREPARED                            4.         14         12.1         14.1         78.8

NOT AT ALL PREPARED                            5.         21         18.1         21.2        100.0

NO ANSWER                                      0.         17         14.7       MISSING       100.0
                                                      -------      -------      -------      -------
                                             TOTAL       116        100.0        100.0        100.0

STATISTICS..

MEAN              3.162

VALID   OBSERVATIONS -          99
MISSING OBSERVATIONS -          17
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                        24 MAY       PAGE   2

FILE        STI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE     SHAKER     KIRK       PROSPE     MENTOR     CLEVHT     JFK        TAYLOR     HAWKEN     BMS
            ARLING     GILGLE     NOROLM     STJOHN

VARIABLE      VAR018          EXPECTATIONS OF YOU CLEAR AT START.

VALUE LABEL                                  VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                      FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                  (PERCENT)   (PERCENT)   (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                      0.          9         7.8         7.8         7.8

NO                                             1.         28        24.1        24.1        31.9

YES                                            2.         78        67.2        67.2        99.1

BOTH                                           3.          1          .9          .9       100.0
                                                      -------     -------     -------     -------
                                             TOTAL       116       100.0       100.0       100.0

STATISTICS..

MEAN            1.612

VALID   OBSERVATIONS -        116
MISSING OBSERVATIONS -          0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                   24 MAY        PAGE   2

FILE      QUESTI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE       SHAKER      KIRK        PROSPE      MENTOR      CLEVHT      JFK         TAYLOR      HAWKEN      BMS
              ARLING      GILGLE      NOROLM      STJOHN

VARIABLE      VAR019             HOW ARE EXPECTATIONS OF YOU DETERMINED.

VALUE LABEL                                      VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                         FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                     (PERCENT)   (PERCENT)   (PERCENT)
                                                 - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                          0.         4         3.4         3.4         3.4

JOINTLY                                            1.        80        69.0        69.0        72.4

PRIMARILY SCHOOL                                   2.        13        11.2        11.2        83.6

PRIMARILY COLLEGE                                  3.        19        16.4        16.4       100.0
                                                          -------     -------     -------     -------
                                                 TOTAL      116       100.0       100.0       100.0

STATISTICS..

MEAN            1.405

VALID   OBSERVATIONS -         116
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                     24 MAY        PAGE   2

FILE        STI (CREATION DATE =   24 MAY)    FOR COORDINATING TEACHERS
SUBFILE     SHAKER     KIRK        PROSPE      MENTOR      CLEVHT      JFK         TAYLOR      HAWKEN      BMS
            ARLING     GILGLE      NORDLM      STJOHN

VARIABLE      VAR020            HOW ARE YOU COMPENSATED.

VALUE LABEL                                 VALUE    ABSOLUTE    RELATIVE     ADJUSTED    CUMULATIVE
                                                     FREQUENCY   FREQUENCY    FREQUENCY     ADJ FREQ
                                                                 (PERCENT)    (PERCENT)    (PERCENT)
                                           - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                    0.          3          2.6          2.6          2.6

CASH,STIPEND                                 1.         38         32.8         32.8         35.3

LESS THAN $50                                2.          3          2.6          2.6         37.9

NOT COMPENSATED                              3.          6          5.2          5.2         43.1

$50 OR MORE                                  4.         24         20.7         20.7         63.8

FREE COURSES                                 6.         29         25.0         25.0         88.8

COURSES AND STIPEND                          7.          2          1.7          1.7         90.5

OTHER                                        8.          3          2.6          2.6         93.1

DONT KNOW                                    9.          8          6.9          6.9        100.0
                                                     -------      -------      -------      -------
                                           TOTAL       116         100.0        100.0        100.0

STATISTICS..

MEAN             3.810

VALID   OBSERVATIONS -         116
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION
                                                                          24 MAY          PAGE   2
FILE       QUESTI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE        SHAKER      KIRK        PROSPE      MENTOR     CLEVHT     JFK          TAYLOR      HAWKEN      BMS
               ARLING      GILGLE      NOROLM      STJOHN

VARIABLE       VAR021                 HOW WELL WAS STUD. PREPARED AT START.

VALUE LABEL
                                           VALUE    ABSOLUTE     RELATIVE     ADJUSTED     CUMULATIVE
                                                    FREQUENCY    FREQUENCY    FREQUENCY     ADJ FREQ
                                                                 (PERCENT)    (PERCENT)    (PERCENT)
                                           - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
VERY WELL PREPARED                           1.         46         39.7         40.0         40.0

SOMEWHAT PREPARED                            2.         27         23.3         23.5         63.5

NEUTRAL                                      3.         26         22.4         22.6         86.1

SOMEWHAT UNPREPARED                          4.         10          8.6          8.7         94.8

NOT AT ALL PREPARED                          5.          6          5.2          5.2        100.0

NO ANSWER                                    0.          1           .9      MISSING        100.0
                                                    -------      -------      -------      -------
                                           TOTAL       116        100.0        100.0        100.0

STATISTICS..

MEAN            2.157

VALID   OBSERVATIONS -         115
MISSING OBSERVATIONS -           1
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CLEVELAND COMMISSION ON HIGHER EDUCATION
                                                                                    24 MAY        PAGE
FILE         STI (CREATION DATE =   24 MAY)    FOR COOPERATING TEACHERS
SUBFILE      SHAKER      KIRK        PROSPE      MENTOR
             ARLING      GILGLE      NOROLM      STJOHN      CLEVHT      JFK         TAYLOR      HAWKEN      BMS

VARIABLE     VAR022                  PERCENT OF TIME SPENT TEACHING

VALUE LABEL
                                           VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                    FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                 (PERCENT)    (PERCENT)    (PERCENT)
                                           - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
NO ANSWER
                                             0.        11          9.5          9.5          9.5
90-100%
                                             1.         5          4.3          4.3         13.8
80-89%
                                             2.        10          8.6          8.6         22.4
70-79%
                                             3.        20         17.2         17.2         39.7
60-69%
                                             4.        17         14.7         14.7         54.3
50-59%
                                             5.        18         15.5         15.5         69.8
40-49%
                                             6.         7          6.0          6.0         75.9
30-39%
                                             7.         5          4.3          4.3         80.2
BELOW 30%
                                             8.        13         11.2         11.2         91.4
VARIES
                                             9.        10          8.6          8.6        100.0
                                                    -------      -------      -------      -------
                                           TOTAL      116        100.0        100.0        100.0

STATISTICS..

MEAN            4.431

VALID   OBSERVATIONS -          116
MISSING OBSERVATIONS -            0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                     24 MAY        PAGE   2

FILE      QUESTI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE      SHAKER      KIRK       PROSPE     MENTOR      CLEVHT     JFK        TAYLOR      HAWKEN      BMS
             ARLING      GILGLE     NOROLM     STJOHN

VARIABLE      VAR023              PERCENT TIME SPENT WITH STUDENT TEACHER

VALUE LABEL                                  VALUE   ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                     FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                  (PERCENT)    (PERCENT)    (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
NO ANSWER                                     0.        11          9.5          9.5          9.5
71-100%                                       1.         3          2.6          2.6         12.1
61-70%                                        2.         1           .9           .9         12.9
51-60%                                        3.         5          4.3          4.3         17.2
41-50%                                        4.         2          1.7          1.7         19.0
31-40%                                        5.        12         10.3         10.3         29.3
21-30%                                        6.        17         14.7         14.7         44.0
11-20%                                        7.        33         28.4         28.4         72.4
0-10%                                         8.        19         16.4         16.4         88.8
VARIES                                        9.        13         11.2         11.2        100.0
                                                     -------      -------      -------      -------
                                             TOTAL      116        100.0        100.0        100.0

STATISTICS..

MEAN             5.948

VALID   OBSERVATIONS -          116
MISSING OBSERVATIONS -            0
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CLEVELAND COMMISSION ON HIGHER EDUCATION
                                                                                   24 MAY          PAGE    2
FILE        STI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE     SHAKER      KIRK        PROSPE      MENTOR      CLEVHT      JFK         TAYLOR      HAWKEN      BMS
            ARLING      GILGLE      NOROLM      STJOHN

VARIABLE      VAR024              PERCENT TIME ON OTHER DUTIES

VALUE LABEL
                                         VALUE   ABSOLUTE   RELATIVE    ADJUSTED   CUMULATIVE
                                                 FREQUENCY  FREQUENCY   FREQUENCY   ADJ FREQ
                                                            (PERCENT)   (PERCENT)   (PERCENT)
                                         - - - - - - - - - - - - - - - - - - - - - - - - - -
NO ANSWER                                  0.        11        9.5         9.5         9.5
51-60%                                     3.         3        2.6         2.6        12.1
41-50%                                     4.         4        3.4         3.4        15.5
31-40%                                     5.         5        4.3         4.3        19.8
21-30%                                     6.        19       16.4        16.4        36.2
11-20%                                     7.        27       23.3        23.3        59.5
0-10%                                      8.        33       28.4        28.4        87.9
VARIES                                     9.        14       12.1        12.1       100.0
                                                 -------    -------     -------     -------
                                         TOTAL      116      100.0       100.0       100.0
STATISTICS..

MEAN             6.405

VALID   OBSERVATIONS -        116
MISSING OBSERVATIONS -          0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                     24 MAY          PAGE    2

FILE      QUESTI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE       SHAKER      KIRK        PROSPE      MENTOR      CLEVHT      JFK          TAYLOR       HAWKEN       BMS
              ARLING      GILGLE      NOROLM      STJOHN

VARIABLE      VAR025                HOW MANY YEARS TEACHING EXPERIENCE.

VALUE LABEL                                           VALUE     ABSOLUTE    RELATIVE     ADJUSTED    CUMULATIVE
                                                                FREQUENCY   FREQUENCY    FREQUENCY    ADJ FREQ
                                                                            (PERCENT)    (PERCENT)    (PERCENT)
                                                      - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                               0.          1          .9           .9           .9

LESS THAN YEAR                                          2.          2         1.7          1.7          2.6

1 YEAR                                                  3.          3         2.6          2.6          5.2

2-3 YEARS                                               4.         12        10.3         10.3         15.5

4-5 YEARS                                               5.         22        19.0         19.0         34.5

6-10 YEARS                                              6.         40        34.5         34.5         69.0

11-15 YEARS                                             7.         22        19.0         19.0         87.9

16-20 YEARS                                             8.          7         6.0          6.0         94.0

MORE THAN 20 YEARS                                      9.          7         6.0          6.0        100.0
                                                                -------     -------      -------      -------
                                                      TOTAL       116       100.0        100.0        100.0

STATISTICS..

MEAN              5.897

VALID   OBSERVATIONS -         116
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                    24 MAY        PAGE   2

FILE          STI (CREATION DATE =   24 MAY)   FOR COO. RATING TEACHERS
SUBFILE       SHAKER      KIRK       PROSPE      MENTOR     CLEVHT     JFK         TAYLOR      HAWKEN      BMS
              ARLING      GILGLE     NOROLM      STJOHN

VARIABLE      VAR026              YEARS WORKED WITH STUDENT TEACHERS

VALUE LABEL                                         VALUE    ABSOLUTE     RELATIVE    ADJUSTED    CUMULATIVE
                                                             FREQUENCY    FREQUENCY   FREQUENCY    ADJ FREQ
                                                                          (PERCENT)   (PERCENT)    (PERCENT)
                                                  - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                             0.          4          3.4         3.4          3.4

ZERO                                                  1.         19         16.4        16.4         19.8

LESS THAN YEAR                                        2.          8          6.9         6.9         26.7

1 YEAR                                                3.         16         13.8        13.8         40.5

2-3 YEARS                                             4.         34         29.3        29.3         69.8

4-5 YEARS                                             5.         20         17.2        17.2         87.1

6-10 YEARS                                            6.         11          9.5         9.5         96.6

11-15 YEARS                                           7.          3          2.6         2.6         99.1

16-20 YEARS                                           8.          1           .9          .9        100.0
                                                             -------      -------     -------      -------
                                                    TOTAL       116        100.0       100.0        100.0

STATISTICS..

MEAN              3.569

VALID   OBSERVATIONS -         116
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                           24 MAY        PAGE    3

FILE      QUESTI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE      SHAKER      KIRK        PROSPE       MENTOR      CLEVHT      JFK          TAYLOR       HAWKEN       BMS
             ARLING      GILGLE      NOROLM       STJOHN

VARIABLE       VAR027                 HOW MANY STUDENTS WORKED WITH.

VALUE LABEL                                  VALUE     ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                       FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                    (PERCENT)    (PERCENT)    (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                      0.           1           .9           .9           .9

NO STUDENT TEACHERS                            1.          11          9.5          9.5         10.3

1 STUDENT TEACHER                              2.          17         14.7         14.7         25.0

2-3                                            3.          30         25.9         25.9         50.9

4-5                                            4.          24         20.7         20.7         71.6

6-10                                           5.          22         19.0         19.0         90.5

11-15                                          6.           7          6.0          6.0         96.6

16-20                                          7.           1           .9           .9         97.4

21-49                                          8.           2          1.7          1.7         99.1

OVER 49                                        9.           1           .9           .9        100.0
                                                       -------      -------      -------      -------
                                             TOTAL        116        100.0        100.0        100.0

STATISTICS..

MEAN              3.578

VALID   OBSERVATIONS -          116
MISSING OBSERVATIONS -            0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                        24 MAY        PAGE   3

FILE          STI (CREATION DATE =   24 MAY)   FOR COD, RATING TEACHERS
SUBFILE       SHAKER     KIRK       PROSPE      MENTOR     CLEVHT     JFK        TAYLOR      HAWKEN      BMS
              ARLING     GILGLE     NOROLM      STJOHN

VARIABLE      VAR028              HOW HAS EDUCATIONAL PHILOSOPHY CHANGED.

VALUE LABEL                                        VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                            FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                        (PERCENT)   (PERCENT)   (PERCENT)
                                                  - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
NO ANSWER                                            0.         19        16.4        16.4        16.4

NONE,NOT MUCH                                        1.         53        45.7        45.7        62.1

SLIGHTLY,SOME                                        2.          6         5.2         5.2        67.2

YES,UNSPECIFIED                                      3.          2         1.7         1.7        69.0

BY WORK WITH S.T.                                    4.         10         8.6         8.6        77.6

BROADENED                                            5.         14        12.1        12.1        89.7

REALIZE POOR ED CRS                                  6.          3         2.6         2.6        92.2

MISPLACED TEACHERS                                   7.          1          .9          .9        93.1

OTHER                                                9.          8         6.9         6.9       100.0
                                                             -------     -------     -------     -------
                                                   TOTAL        116       100.0       100.0       100.0
STATISTICS..

MEAN               2.397

VALID   OBSERVATIONS -        116
MISSING OBSERVATIONS -          0
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CLEVELAND COMMISSION ON HIGHER EDUCATION

FILE     QUESTI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE     SHAKER     KIRK       PROSPE     MENTOR     CLEVHT     JFK        TAYLOR     HAWKEN     BMS
            ARLING     GILGLE     NOROLM     STJOHN

VARIABLE      VAR029              HAVE SET SCHEDULE OF EXPERIENCES FOR ST.

VALUE LABEL                                  VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                     FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                 (PERCENT)   (PERCENT)   (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                     0.         3         2.6         2.6         2.6

NO                                            1.        46        39.7        39.7        42.2

YES                                           2.        60        51.7        51.7        94.0

VARIES WITH STUDENT                           3.         7         6.0         6.0       100.0
                                                     -------     -------     -------     -------
                                             TOTAL     116       100.0       100.0       100.0

STATISTICS..

MEAN             1.612

VALID   OBSERVATIONS -        116
MISSING OBSERVATIONS -          0
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FILE          STI (CREATION DATE =   24 MAY)    FOR COOPERATING TEACHERS
SUBFILE       SHAKER      KIRK       PROSPE      MENTOR      CLEVHT      JFK         TAYLOR      HAWKEN      BMS
              ARLING      GILGLE     NOROLM      STJOHN

VARIABLE      VAR030                 WHAT ARE YOU NOT PREPARED FOR.

VALUE LABEL                                VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                    FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                 (PERCENT)    (PERCENT)    (PERCENT)
                                           - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
NO ANSWER                                    0.         36         31.0         31.0         31.0

NONE                                         1.         24         20.7         20.7         51.7

PHYS,EMOTION PROB                            2.          3          2.6          2.6         54.3

SEMINARS,UNIV.                               3.          5          4.3          4.3         58.6

EVALUATION                                   4.          7          6.0          6.0         64.7

DISCIPLINE                                   5.          4          3.4          3.4         68.1

UNQUALIFIED S.T.-S                           6.         11          9.5          9.5         77.6

INNOVATION                                   7.          4          3.4          3.4         81.0

ADVISING                                     8.         10          8.6          8.6         89.7

OTHER                                        9.         12         10.3         10.3        100.0
                                                    -------      -------      -------      -------
                                           TOTAL       116        100.0        100.0        100.0

STATISTICS..

MEAN            3.233

VALID   OBSERVATIONS -         116
MISSING OBSERVATIONS -           0
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FILE      QUESTI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE     SHAKER      KIRK        PROSPE      MENTOR      CLEVHT      JFK         TAYLOR      HAWKEN      BMS
            ARLING      GILGLE      NOROLM      STJOHN

VARIABLE      VAR031              MOST EFFECTIVE CONTRIB. OF UNIV..

VALUE LABEL                                    VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                       FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                   (PERCENT)   (PERCENT)   (PERCENT)
                                               - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER,DONT KNOW                              0.        35        30.2        30.2        30.2

TRAINING FOR COOP T.                             1.        31        26.7        26.7        56.9

FREE TUITION                                     2.         3         2.6         2.6        59.5

GRADUATE CREDIT                                  3.         4         3.4         3.4        62.9

BETTER PRE S.T EXP                               4.        11         9.5         9.5        72.4

IN-SERVICE                                       5.        12        10.3        10.3        82.8

PLANNING HELP                                    6.         7         6.0         6.0        88.8

PHIL OF ED FOR S.T.                              7.         2         1.7         1.7        90.5

PREPARE FOR DUTIES                               8.         3         2.6         2.6        93.1

OTHER                                            9.         8         6.9         6.9       100.0
                                                         -------     -------     -------     -------
                                               TOTAL       116       100.0       100.0       100.0

STATISTICS..

MEAN             2.629

VALID   OBSERVATIONS -        116
MISSING OBSERVATIONS -          0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                  24 MAY        PAGE   3

FILE       STI (CREATION DATE =   24 MAY)   FOR COORDINATING TEACHERS
SUBFILE    SHAKER      KIRK        PROSPE      MENTOR      CLEVHT      JFK         TAYLOR      HAWKEN      BMS
           ARLING      GILGLE      NORDLM      STJOHN

VARIABLE      VAR032               AGE

VALUE LABEL                                VALUE    ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                    FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                (PERCENT)   (PERCENT)   (PERCENT)
                                           - - - - - - - - - - - - - - - - - - - - - - - - - - - -
NO ANSWER                                     0.          6         5.2         5.2          5.2

20-24 YEARS OLD                               1.         14        12.1        12.1         17.2

25-29                                         2.         37        31.9        31.9         49.1

30-34                                         3.         23        19.8        19.8         69.0

35-39                                         4.         10         8.6         8.6         77.6

40-44                                         5.         10         8.6         8.6         86.2

45-49                                         6.          7         6.0         6.0         92.2

50-54                                         7.          8         6.9         6.9         99.1

OVER54                                        8.          1          .9          .9        100.0
                                                    -------     -------     -------      -------
                                           TOTAL        116       100.0       100.0        100.0
STATISTICS..

MEAN            3.043

VALID   OBSERVATIONS -        116
MISSING OBSERVATIONS -          0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                                  24 MAY        PAGE   3

FILE      QUESTI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE        SHAKER      KIRK        PROSPE      MENTOR      CLEVHT      JFK         TAYLOR      HAWKEN      BMS
               ARLING      GILGLE      NOROLM      STJOHN

VARIABLE      VAR033              TYPE OF SCHOOLS ATTENDED

VALUE LABEL                                  VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                     FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                 (PERCENT)   (PERCENT)   (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                      0.        2          1.7         1.7         1.7

RURAL                                          1.       12         10.3        10.3        12.1

SUBURBAN                                       2.       45         38.8        38.8        50.9

URBAN                                          3.       39         33.6        33.6        84.5

INNER CITY                                     4.        3          2.6         2.6        87.1

URBAN&SUBURBAN                                 5.       11          9.5         9.5        96.6

INNER CITY&SUBURBAN                            6.        3          2.6         2.6        99.1

INNER CITY&URBAN                               7.        1           .9          .9       100.0
                                                     -------     -------     -------     -------
                                             TOTAL     116        100.0       100.0       100.0

STATISTICS..

MEAN             2.681

VALID   OBSERVATIONS -        116
MISSING OBSERVATIONS -          0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                          24 MAY        PAGE   3

FILE       STI (CREATION DATE =   24 MAY)   FOR COOP RATING TEACHERS
SUBFILE    SHAKER     KIRK       PROSPE     MENTOR     CLEVHT     JFK        TAYLOR     HAWKEN     BMS
           ARLING     GILGLE     NOROLM     STJOHN

VARIABLE      VAR034             KIND OF SCHOOL ATTENDED

VALUE LABEL                                 VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                     FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                 (PERCENT)   (PERCENT)   (PERCENT)
                                            - - - - - - - - - - - - - - - - - - - - - - - - - - - -
NO ANSWER                                    0.          3          2.6         2.6         2.6

PUBLIC                                       1.         57         49.1        49.1        51.7

PRIVATE,PAROCHIAL                            2.         47         40.5        40.5        92.2

BOTH                                         3.          9          7.8         7.8       100.0
                                                     -------     -------     -------     -------
                                            TOTAL      116        100.0       100.0       100.0

STATISTICS..

MEAN              1.534

VALID   OBSERVATIONS -          116
MISSING OBSERVATIONS -            0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                          24 MAY         PAGE   3

FILE      QUESTI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE       SHAKER      KIRK        PROSPE      MENTOR      CLEVHT      JFK         TAYLOR      HAWKEN      BMS
              ARLING      GILGLE      NOROLM      STJOHN

VARIABLE      VAR035              KIND OF SCHOOL TEACHING IN

VALUE LABEL                                  VALUE   ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                     FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                 (PERCENT)   (PERCENT)   (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                      0.          2         1.7         1.7          1.7

SUBURBAN                                       2.         86        74.1        74.1         75.9

URBAN                                          3.         23        19.8        19.8         95.7

INNER CITY                                     4.          2         1.7         1.7         97.4

URBAN&SUBURBAN                                 5.          2         1.7         1.7         99.1

INNER CITY&URBAN                               7.          1          .9          .9        100.0
                                                     -------     -------     -------      -------
                                             TOTAL       116       100.0       100.0        100.0

STATISTICS..

MEAN             2.293

VALID   OBSERVATIONS -        116
MISSING OBSERVATIONS -          0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                          24 MAY        PAGE   3

FILE        STI (CREATION DATE =   24 MAY)   FOR COO. RATING TEACHERS
SUBFILE     SHAKER      KIRK       PROSPE     MENTOR     CLEVHT     JFK        TAYLOR     HAWKEN     BMS
            ARLING      GILGLE     NOROLM     STJOHN

VARIABLE      VAR036              IS SCHOOL PUBLIC.

VALUE LABEL                                  VALUE   ABSOLUTE   RELATIVE    ADJUSTED   CUMULATIVE
                                                     FREQUENCY  FREQUENCY   FREQUENCY   ADJ FREQ
                                                                (PERCENT)   (PERCENT)   (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                     0.         3         2.6         2.6         2.6

PUBLIC                                        1.        75        64.7        64.7        67.2

PRIVATE,PAROCHIAL                             2.        37        31.9        31.9        99.1

                                              4.         1          .9          .9       100.0
                                                     -------    -------     -------     -------
                                             TOTAL     116       100.0       100.0       100.0

STATISTICS..

MEAN              1.319

VALID   OBSERVATIONS -        116
MISSING OBSERVATIONS -          0
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FILE      QUESTI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE      SHAKER     KIRK       PRUSPE     MENTOR     CLEVHT     JFK        TAYLOR     HAWKEN     BMS
             ARLING     GILGLE     NOROLM     STJOHN

VARIABLE      VAR037               ENROLLMENT

VALUE LABEL                                  VALUE   ABSOLUTE   RELATIVE   ADJUSTED   CUMULATIVE
                                                     FREQUENCY  FREQUENCY  FREQUENCY  ADJ FREQ
                                                                (PERCENT)  (PERCENT)  (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - -
NO ANSWER                                     0.        4        3.4        3.4        3.4

LESS THAN 250                                 1.        4        3.4        3.4        6.9

251-500                                       2.       21       18.1       18.1       25.0

501-750                                       3.       35       30.2       30.2       55.2

751-1000                                      4.       17       14.7       14.7       69.8

1001-1500                                     5.       14       12.1       12.1       81.9

1501-2000                                     6.        6        5.2        5.2       87.1

OVER 2000                                     7.       15       12.9       12.9      100.0
                                                     -------    -------    -------    -------
                                             TOTAL    116      100.0      100.0      100.0

STATISTICS..

MEAN             3.707

VALID   OBSERVATIONS -          116
MISSING OBSERVATIONS -            0
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CLEVELAND COMMISSION ON HIGHER EDUCATION
                                                                                  24 MAY        PAGE   4
FILE       STI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE    SHAKER     KIRK        PROSPE      MENTOR     CLEVHT    JFK        TAYLOR     HAWKEN     BMS
           ARLING     GILGLE      NOROLM      STJOHN

VARIABLE       VAR038            COLLEGE OR UNIVERSITY - UNDERGRADUATE

VALUE LABEL
                                         VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                 FREQUENCY   FREQUENCY   FREQUENCY  ADJ FREQ
                                                             (PERCENT)   (PERCENT)  (PERCENT)
                                        - - - - - - - - - - - - - - - - - - - - - - - - - - - -
NO ANSWER
                                          0.        14         12.1        12.1        12.1
BALDWIN-WALLACE
                                          1.         3          2.6         2.6        14.7
CASE WESTERN RESERVE
                                          2.         7          6.0         6.0        20.7
CLEVELAND STATE
                                          3.         9          7.8         7.8        28.4
JOHN CARROLL
                                          5.         5          4.3         4.3        32.8
ST. JOHN COLLEGE
                                          7.        24         20.7        20.7        53.4
OTHER
                                          9.        54         46.6        46.6       100.0
                                                 -------     -------     -------     -------
                                         TOTAL      116        100.0       100.0       100.0
STATISTICS..

MEAN            6.233

VALID   OBSERVATIONS -        116
MISSING OBSERVATIONS -          0
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FILE      QUESTI (CREATION DATE =   24 MAY)   FOR COOPERATING TEACHERS
SUBFILE        SHAKER      KIRK        PROSPE      MENTOR      CLEVHT      JFK         TAYLOR      HAWKEN      BMS
               ARLING      GILGLE      NORDLM      STJOHN

VARIABLE      VAR039            COLLEGE OR UNIVERSITY - GRADUATE

VALUE LABEL                                    VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                       FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                   (PERCENT)   (PERCENT)   (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                         0.        37        31.9        31.9        31.9

BALDWIN-WALLACE                                   1.         1          .9          .9        32.8

CASE WESTERN RESERVE                              2.         9         7.8         7.8        40.5

CLEVELAND STATE                                   3.        10         8.6         8.6        49.1

JOHN CARROLL                                      5.         8         6.9         6.9        56.0

ST. JOHN COLLEGE                                  7.        16        13.8        13.8        69.8

OTHER                                             9.        35        30.2        30.2       100.0
                                                       -------     -------     -------     -------
                                              TOTAL        116       100.0       100.0       100.0

STATISTICS..

MEAN              4.448

VALID   OBSERVATIONS -         116
MISSING OBSERVATIONS -           0
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CLEVELAND COMMISSION ON HIGHER EDUCATION                                   24 MAY        PAGE    4

FILE       STI (CREATION DATE =   24 MAY)   FOR COORDINATING TEACHERS
SUBFILE    SHAKER      KIRK        PROSPE      MENTOR      CLEVHT      JFK         TAYLOR      HAWKEN      BMS
           ARLING      GILGLE      NOROLM      STJOHN

VARIABLE      VAR040            LEVEL OF STUDENT TEACHING EXPERIENCE

VALUE LABEL                                  VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                     FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                 (PERCENT)   (PERCENT)   (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - -

NO ANSWER                                      0.          4        3.4         3.4          3.4

GRADES K-3                                     1.         38       32.8        32.8         36.2

4-6                                            2.         18       15.5        15.5         51.7

7-9                                            3.         15       12.9        12.9         64.7

10-12                                          4.         18       15.5        15.5         80.2

K-6                                            5.          8        6.9         6.9         87.1

7-12                                           6.          8        6.9         6.9         94.0

1-12                                           7.          6        5.2         5.2         99.1

OTHER                                          8.          1         .9          .9        100.0
                                                     -------     -------     -------     -------
                                             TOTAL       116       100.0       100.0       100.0

STATISTICS..

MEAN              2.836

VALID   OBSERVATIONS -        116
MISSING OBSERVATIONS -          0
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DRAFT

Greater Cleveland Teacher Education Centers
Coordinating Committee

STUDENT TEACHER QUESTIONNAIRE

Dear Student Teacher Respondent:

As part of its efforts to support the further development of a network of outstanding teacher education centers in Greater Cleveland, the GCTEC Coordinating Committee sponsors a feedback system based on questionnaires to student teachers, cooperating teachers, center coordinators, and center-related college/university personnel. The data requested on the questionnaire addressed to you will be processed and reported in appropriate ways to protect the anonymity of all respondents. Each center and sponsoring institution will receive reports giving summaries of data pertaining to their respective spheres of activity and total summaries of metropolitan-wide data. These data will be available for local center evaluation and planning. Your candid responses are solicited. Your graciousness in responding immediately is deeply appreciated.

Please complete this form within the current week and return in the enclosed envelope to:

Cleveland Commission on Higher Education
1367 East Sixth Street
Cleveland, Ohio 44114

We sincerely appreciate your cooperation in providing data upon which plans for improved center operations can be built.

Task Force on Feedback Information System
Greater Cleveland Teacher Education Centers
Coordinating Committee

Greater Cleveland Teacher Education Centers Coordinating Committee

STUDENT TEACHER QUESTIONNAIRE

DIRECTIONS: Complete during the current week and return to: Cleveland Commission on Higher Education, 1367 E. 6th Street, Cleveland, Ohio 44114.

Place an "X" in the brackets which best indicate your answers.

1. How much did you benefit from your student teaching experience?

( ) Extremely
( ) Moderately
( ) Slightly
( ) Not at all

2. From which one of the following aspects of your student teaching experience did you benefit most?

( ) Cooperating teacher(s)
( ) Pupils
( ) School environment
( ) Seminars
( ) Fellow student teachers
( ) Other, ______________________________

3. From which one of the following aspects of your student teaching experience did you benefit least?

( ) Cooperating teacher(s)
( ) Pupils
( ) School environment
( ) Seminars
( ) Fellow student teachers
( ) Other, ______________________________

4. While doing your student teaching, did you attend seminars?

( ) YES ( ) NO (If NO, go to Question 9)

5. Where were the seminars held?

( ) At student teaching site
( ) At college or university
( ) At another school
( ) Other, ______________________________

6. Who conducted the seminars?

( ) College or university person
( ) School person
( ) Center coordinator
( ) Other, ______________________________

7. Check those topics below which were included in the seminars:

( ) Educational philosophy
( ) Solving discipline problems
( ) Technical and clerical problems of the student teaching itself
( ) Job placement discussion
( ) Review of instructional techniques
( ) Evaluation of individual student teachers
( ) Other, ______________________________

8. How would you rate the usefulness of the seminars?

( ) Extremely
( ) Moderately
( ) Slightly
( ) Not at all

9. To what extent were you able to share experiences with other student teachers?

( ) Extremely
( ) Moderately
( ) Slightly
( ) Not at all

10. How many teachers regularly helped You?

( ) One
( ) Two
( ) Three
( ) More than three

11. Did the teachers work with you as a team?

( ) YES
( ) NO

12. How helpful was (were) the teacher(s) who worked with you?

( ) Extremely
( ) Moderately
( ) Slightly
( ) Not at all

13. How competent was (were) your cooperating teacher(s) in his/her (their) teaching?

( ) Extremely
( ) Moderately
( ) Slightly
( ) Not at all

14. Who was responsible for final evaluation of your work as a student teacher?

( ) College or university person
( ) School person
( ) Center coordinator
( ) All of the above
( ) Other, ______________________________

15. How much feedback did you get about your student teaching performance?

( ) Great deal
( ) Moderate amount
( ) Very little
( ) None

16. To what extent was the feedback helpful to you?

( ) Extremely
( ) Moderately
( ) Slightly
( ) Not at all

17. Before you began student teaching, were you aware of the expectations for student teaching as held by - -

Extremely	Moderately	Slightly	Not at all	
( )	( )	( )	( )	- -The college or university?
( )	( )	( )	( )	- -The cooperating teacher?
( )	( )	( )	( )	- -The center coordinator?
( )	( )	( )	( )	- -The school?

18. Are you now aware of the expectations for student teachers as held by - -

Extremely	Moderately	Slightly	Not at all	
( )	( )	( )	( )	- -The college or university?
( )	( )	( )	( )	- -The cooperating teacher?
( )	( )	( )	( )	- -The center coordinator?
( )	( )	( )	( )	- -The school?

19. Do you feel that you were unfairly used for your services while the school and university were unduly benefiting?

( ) YES
( ) NO

20. How do you feel about the amount of teaching responsibility you had, was it - -

( ) Too much responsibility?
( ) About right?
( ) Too little responsibility?

21. To what extent were you involved in determining your teaching responsibilities?

( ) Extensivley
( ) Moderately
( ) Slightly
( ) Not at all

22. Do you plan to be employed as a teacher in the next two years?

( ) YES
( ) NO

23. Did your student teaching experience change your mind about teaching?

☐ YES
☐ NO

24. In which area(s) do you feel you need more help before assuming full teaching responsibilities?

☐ Subject matter knowledge
☐ Classroom management
☐ Human relations
☐ Evaluation of pupil progress
☐ Group instructional techniques
☐ Individualized instructional techniques
☐ Other, ____________________

25. In what type of school setting do you feel most prepared to teach?

☐ Rural school
☐ Suburban school
☐ Outer city school
☐ Inner city school

26. In what type of school setting do you feel least prepared to teach?

☐ Rural school
☐ Suburban school
☐ Outer city school
☐ Inner city school

27. In what type of instructional setting would you feel most prepared to teach?

☐ Open space/pod
☐ Differentiated staffing
☐ Self-contained classroom
☐ Team teaching

28. In what type of instructional setting would you feel least prepared to teach?

☐ Open space/pod
☐ Differentiated staffing
☐ Self-contained classroom
☐ Team teaching

29. What do you think your chances are for obtaining a teaching job?

☐ Already hired
☐ Good
☐ Fair
☐ Poor

30. Did you have a choice between student teaching in the traditional placement with a single teacher and being assigned to a center?

☐ YES
☐ NO (If NO, skip to Question No. 33).

31. What influenced your choice?

( ) Pre-student teaching field experience in center
( ) Convenient location
( ) Suggestion of the college
( ) Desire to work more closely with other student teachers
( ) Particular program at the school involved
( ) Possible advantages of the center
( ) Other,____

32. Would you choose the same center all over again?

( ) YES
( ) NO

33. Where did you have your pre-student teaching field experience?

( ) At this center
( ) At another center
( ) At a non-center school
( ) Other, ____

34. How much pre-student teaching field experience did you have?

( ) 60 hours or more
( ) 40 - 59 hours
( ) 20 - 39 hours
( ) 10 - 29 hours
( ) Less than 10 hours

35. To what extent did your pre-student teaching field experience help prepare you for your student teaching this term?

( ) Extremely
( ) Moderately
( ) Slightly
( ) Not at all

36. To what extent in your student teaching experience were you able to utilize concepts and skills learned in education courses?

( ) Extensively
( ) Moderately
( ) Slightly
( ) Not at all

37. Do the experiences in your education courses have more meaning now?

( ) YES
( ) NO

38. During your student teaching, how much has your concept of a teacher's role changed?

( ) Extremely
( ) Moderately
( ) Slightly
( ) Not at all

39. During your student teaching, how much time on the average did you spend in preparation each day?

( ) More than two hours
( ) One - two hours
( ) Less than one hour

40. To what extent did you work with teachers other than your cooperating teacher or team?

( ) Extensively
( ) Moderately
( ) Slightly
( ) Not at all

41. How helpful to you was the center coordinator?

( ) Extremely helpful
( ) Somewhat helpful
( ) Not at all helpful

42. How much contact did you have with parents of students during your student teaching experience?

( ) Full responsibility for parent conferences and reports of student progress
( ) Shared responsibility with cooperating teacher
( ) Cooperating teacher maintained parent contact
( ) No parent contact involved during teaching period

43. Do you like the thought of being a teacher now more or less than before student teaching?

( ) More
( ) About the same
( ) Less

44. Do you like pupils now more or less than before student teaching?

( ) More
( ) About the same
( ) Less

46. To what extent did you become familiar with resources available in your school?

( ) Extremely
( ) Moderately
( ) Slightly
( ) Not at all

47. To what extent did you become familiar with resources available in the community?

( ) Extremely
( ) Moderately
( ) Slightly
( ) Not at all

48. How would you describe the school setting where you did your student teaching?

( ) Rural
( ) Suburban
( ) Outer city
( ) Inner city

49. Was your school:

( ) Public?
( ) Private/Parochial?

50. Your student teaching was done on what level?

( ) High School
( ) Middle School/Junior High
( ) Upper Elementary
( ) Preschool/Early Elementary

51. How many other student teachers were in the same school while you were there?

( ) More than 20
( ) 10 to 20
( ) 5 to 10
( ) 0 to 5
( ) No others

52. What is your age?

( ) 20 - 21
( ) 22 - 23
( ) 24 - 25
( ) Over 25

53. What is (are) the name of the school(s) you did your student teaching in?______
____

54. What college or university are you attending?______________________________

Comments about this questionnaire or items on it.

Include questions which should have been asked.

____

____

____

____

DRAFT

Greater Cleveland Teacher Education Centers
Coordinating Committee

COOPERATING TEACHER QUESTIONNAIRE

Dear Cooperating Teacher Respondent:

As part of its efforts to support the further development of a network of outstanding teacher education centers in Greater Cleveland, the GCTEC Coordinating Committee sponsors a feedback system based on questionnaires to student teachers, cooperating teachers, center coordinators, and center-related college/university personnel. The data requested on the questionnaire addressed to you will be processed and reported in appropriate ways to protect the anonymity of all respondents. Each center and sponsoring institution will receive reports giving summaries of data pertaining to their respective spheres of activity and total summaries of metropolitan-wide data. These data will be available for local center evaluation and planning. Your candid responses are solicited. Your graciousness in responding immediately is deeply appreciated.

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1367 East Sixth Street
Cleveland, Ohio 44114

We sincerely appreciate your cooperation in providing data upon which plans for improved center operations can be built.

Task Force on Feedback Information System
Greater Cleveland Teacher Education Centers
Coordinating Committee

Greater Cleveland Teacher Education Centers Coordinating Committee

COOPERATING TEACHER QUESTIONNAIRE

DIRECTIONS: Complete during the current week and return to: Cleveland Commission on Higher Education, 1367 E. 6th Street, Cleveland, Ohio 44114.

Place an "X" in the brackets which best indicate your answers.

1. How much did you like your experience this term as a cooperating (supervising) teacher?

20-1 ( ) Definitely liked
2 ( ) Liked somewhat
3 ( ) Neutral
4 ( ) Disliked somewhat
5 ( ) Definitely disliked

2. What was there about your cooperating teacher experience this term that you particularly liked the most? (Choose one)

22-1 ( ) Student teacher(s)
2 ( ) Financial remuneration
3 ( ) Center coordinator
4 ( ) University supervisor
5 ( ) Sharing teacher duties
6 ( ) Other ______________________________

3. What was there about your cooperating teacher experience this term that you liked the least? (Choose one)

23-1 ( ) Student teacher(s)
2 ( ) Amount of financial remuneration
3 ( ) Center coordinator
4 ( ) University supervisor
5 ( ) Sharing teacher duties
6 ( ) Other ______________________________

4. How many student teachers did you work with either alone or as a part of a team during this term?

24-1 ( ) More than 4
2 ( ) 4
3 ( ) 3
4 ( ) 2
5 ( ) 1

5. For how many student teachers this term did you have sole responsibility?

25-1 ( ) More than 3
2 ( ) 3
3 ( ) 2
4 ( ) 1
5 ( ) 0

6. Did you work on a teaching team this term which shares supervision of student teachers?

26-1 ( ) YES
2 ( ) NO

7. How much prior notification did you have that you would have a student teacher this term?

27-1 ( ) More than 2 weeks notice
2 ( ) 1 - 2 weeks notice
3 ( ) 1 - 5 days notice
4 ( ) No prior notice

8. By whom were you first notified that you would have responsibility for a student teacher this term?

( ) A college/university person
( ) A school administrator
( ) A student teacher
( ) The center coordinator

9. Did you ask for a student teacher this term?

( ) YES
( ) NO

10. For how many student teachers did you have responsibility the previous term?

( ) More than 3
( ) 3
( ) 2
( ) 1
( ) None

11. How many college/university students in pre-student teaching field experience did you work with this term?

( ) More than 3
( ) 3
( ) 2
( ) 1
( ) None

12. From whom did you receive assistance relating to your role as a cooperating teacher this term? (Choose as many as applicable)

( ) A college/university person
( ) A school administrator
( ) The center coordinator
( ) Other ____________________
( ) No one

13. As a group, how do you rate the student teachers you worked with this term?

Outstanding	Adequate	Less than Satisfactory	
33-1 ( )	2 ( )	3 ( )	Knowledge of subject matter
34-1 ( )	2 ( )	3 ( )	Ability to relate to pupils
35-1 ( )	2 ( )	3 ( )	Ability to relate to adults

14. Before you began this term were you aware of the expectations for a cooperating teacher as held by - -

Extremely	Moderately	Slightly	Not at all	
36-1 ( )	2 ( )	3 ( )	4 ( )	- - The college/university?
37-1 ( )	2 ( )	3 ( )	4 ( )	- - The school?
38-1 ( )	2 ( )	3 ( )	4 ( )	- - The student teacher?
39-1 ( )	2 ( )	3 ( )	4 ( )	- - The center coordinator?

15. Are you now aware of the expectations for a cooperating teacher as held by - -

Extremely	Moderately	Slightly	Not at all	
40-1 ( )	2 ( )	3 ( )	4 ( )	- - The college/university?
41-1 ( )	2 ( )	3 ( )	4 ( )	- - The school?
42-1 ( )	2 ( )	3 ( )	4 ( )	- - The student teacher?
43-1 ( )	2 ( )	3 ( )	4 ( )	- - The center coordinator?

16. On the average, to what extent was (were) your student teacher(s) professionally prepared to begin student teaching?

44-1 ( ) Extremely
2 ( ) Moderately
3 ( ) Slightly
4 ( ) Not at all

17. To what extent now is (are) your student teacher(s) prepared to assume the role of a regular teacher?

45-1 ( ) Extremely
2 ( ) Moderately
3 ( ) Slightly
4 ( ) Not at all

18. What devices did you use to provide feedback to student teachers about their teaching behaviors? (Choose as many as applicable)

46-1 ( ) Checklists
2 ( ) Rating scales
3 ( ) Anecdotal reports
4 ( ) Conferences
5 ( ) Video-tape
6 ( ) Audio-tape
7 ( ) Other

19. How are you compensated for your work with student teachers?

YES	NO	
( )	( )	Released time
( )	( )	Stipend or honorarium
( )	( )	Waiver of college tuition
( )	( )	Professional growth

20. Do you use an established schedule of experiences for student teachers?

( ) YES
( ) NO

21. How was the schedule of experiences for your student teacher decided?

( ) Pre-established through past experience with student teachers at your school
( ) Decided jointly by cooperating teacher and student teacher
( ) Established by the college program
( ) Established by the student teacher
( ) Other ____________________

22. How helpful to you was the center coordinator?

( ) Extremely
( ) Moderately
( ) Slightly
( ) Not at all

23. To what extent do you believe the pupils benefitted from having a student teacher?

( ) Extremely
( ) Moderately
( ) Slightly
( ) Not at all

24. To what extent did you benefit from having a student teacher?

( ) Extremely
( ) Moderately
( ) Slightly
( ) Not at all

25. Did you participate this term in any courses/workshops/seminars or other formal training related to your role as a cooperating teacher?

( ) YES
( ) NO (If NO, skip to Question No. 27)

26. How useful was this training?

( ) Extremely
( ) Moderately
( ) Slightly
( ) Not at all

27. Have you had any previous training as a cooperating teacher?

( ) YES
( ) NO

28. How well prepared do you feel you are for the tasks of being a cooperating teacher?

( ) Extremely
( ) Moderately
( ) Slightly
( ) Not at all

29. In what aspect of student teacher supervision do you feel you need help the most? (Choose only one)

( ) Evaluating student teachers
( ) Subject matter knowledge
( ) Understanding the "youth culture"
( ) Demonstrating new teaching techniques
( ) Handling emotional problems
( ) Counseling on discipline problems
( ) Relating to education courses
( ) Other ______________________________

30. What would be the most effective contribution the school or universities could make to help you be a more effective cooperating teacher? (Choose only one)

( ) Increased financial remuneration
( ) Tuition waivers for graduate courses
( ) Inservice help
( ) Sharing research results
( ) More released time
( ) Materials and equipment
( ) Clearer guidelines
( ) More effective communication
( ) Other ______________________________

31. How were your student teachers this term accepted by faculty in your center?

( ) Extremely well accepted
( ) Moderately well accepted
( ) Simply tolerated
( ) Rejected

32. How were your student teachers this term accepted by pupils in your center?

( ) Extremely well accepted
( ) Moderately well accepted
( ) Simply tolerated
( ) Rejected

33. What is your age?

( ) Under 30
( ) 30 - 39
( ) 40 - 49
( ) 50 - 59
( ) 60 or over

34. What is the name of your school ______________________________

35. How many years of teaching experience do you have?

( ) 1 - 4
( ) 5 - 9
( ) 10 - 14
( ) 15 - 19
( ) 20 or over

36. What is the highest degree you hold?

( ) Bachelor
( ) Master
( ) Master plus 30
( ) Doctorate

Comments on this questionnaire or items on it.
Include questions which should have been asked.

DRAFT

Greater Cleveland Teacher Education Centers
Coordinating Committee

CENTER-RELATED COLLEGE/UNIVERSITY PERSONNEL QUESTIONNAIRE

Dear College/University Respondent:

As part of its efforts to support the further development of a network of outstanding teacher education centers in Greater Cleveland, the GCTEC Coordinating Committee sponsors a feedback system based on questionnaires to student teachers, cooperating teachers, center coordinators, and center-related college/university personnel. The data requested on the questionnaire addressed to you will be processed and reported in appropriate ways to protect the anonymity of all respondents. Each center and sponsoring institution will receive reports giving summaries of data pertaining to their respective spheres of activity and total summaries of metropolitan-wide data. These data will be available for local center evaluation and planning. Your candid responses are solicited. Your graciousness in responding immediately is deeply appreciated.

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Task Force on Feedback Information System
Greater Cleveland Teacher Education Centers
Coordinating Committee

Greater Cleveland Teacher Education Centers Coordinating Committee

CENTER-RELATED COLLEGE/UNIVERSITY PERSONNEL QUESTIONNAIRE

DIRECTIONS: Complete during the current week and return to:
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Cleveland, Ohio 44114.

Place an "X" in the brackets which best indicate your answers.

1. For how many student teachers were you responsible this term?

( ) 30 or over
( ) 20-29
( ) 10-19
( ) 1- 9
( ) None

2. For how many pre-student teaching persons field experiences were you responsible this term?

( ) 30 or over
( ) 20-29
( ) 10-19
( ) 1- 9
( ) None

3. How many centers did you work with (relate to) this term?

( ) one
( ) two
( ) three
( ) more than three

4. How many cooperating teachers did you work with (relate to) this term?

( ) Over 15
( ) 11-15
( ) 6-10
( ) 1- 5

5. What percentage of your time did you devote to activities related to teacher education centers?

( ) 0-25%
( ) 26-50%
( ) 51-75%
( ) 76-100%

6. Did you engage in any of the following teacher training activities this year?

YES	NO	
( )	( )	Held seminars for cooperating teachers
( )	( )	Held seminars for coordinators
( )	( )	Held seminars for student teachers
( )	( )	Taught course(s) at a college or university
( )	( )	Planned (or helped plan) in-service programs at center(s)
( )	( )	Implemented in-service programs at center(s)

7. How long have you been working with student teachers in your present capacity?

   - ☐ Less than 1 year
   - ☐ 1-2 years
   - ☐ 2-5 years
   - ☐ Over 5 years

8. How long have you worked with teacher education center programs?

   - ☐ Less than 1 year
   - ☐ 1-2 years
   - ☐ Over 2 years

9. Are you a member of a school/college mechanism such as a steering committee (or team) which makes cooperative teacher education center policy decisions?

   - ☐ YES
   - ☐ NO (If NO, skip to question No. 11)

10. To what extent is this mechanism effective in developing improved center activities?

    - ☐ Extremely
    - ☐ Moderately
    - ☐ Slightly
    - ☐ Not at all

11. In what ways are you involved in placing student teachers?

    - ☐ Make recommendations to student teachers
    - ☐ Make recommendations to center
    - ☐ Assign student teachers to center(s)
    - ☐ Nominate student teachers to center(s)
    - ☐ Other, ______________________________

12. Are you aware of center coordinators' expectations for college/university support?

    - ☐ Extremely
    - ☐ Moderately
    - ☐ Slightly
    - ☐ Not at all

13. Are you aware of cooperating teachers' expectations for college/university support?

    - ☐ Extremely
    - ☐ Moderately
    - ☐ Slightly
    - ☐ Not at all

14. How effective were the center experiences of your student teacher this term?

    - ☐ Extremely
    - ☐ Moderately
    - ☐ Slightly
    - ☐ Not at all

15. How did your college orient student teachers for the field experience in centers?

☐ Nothing special
☐ Special seminar or course
☐ Personal or small group conference
☐ Specific written material
☐ Other, ______________________________

16. How effective was the center coordination of student teaching experiences?

☐ Extremely
☐ Moderately
☐ Slightly
☐ Not at all

17. Do you need more help than presently available to you in any of the following aspects of your relationships to center activities?

YES	NO	
☐	☐	Orienting student teachers
☐	☐	Resolving personal conflicts
☐	☐	Evaluating student teacher performance
☐	☐	Planning or conducting student teacher seminars
☐	☐	Planning or conducting in-service activities
☐	☐	Relating student teacher experience to educational theory
☐	☐	Other, ______________________________

18. Which one thing would be the most effective contribution the school, center or college/university could make to help you improve your effectiveness with centers?

☐ Workshops on center programs
☐ Closer cooperation of school personnel
☐ More cooperation from other college/university personnel
☐ Increased financial remuneration
☐ Clearer guidelines
☐ More material and equipment
☐ More released time from instructional duties
☐ Other, ______________________________

19. Did you participate this term in the Greater Cleveland Teacher Education Centers Coordinating Committee?

☐ YES
☐ NO (If NO, skip to Question No. 21)

20. To what degree were these experiences (or services of the committee) beneficial to you in carrying out your center-related responsibilities?

☐ Extremely
☐ Moderately
☐ Slightly
☐ Not at all

21. What kinds of services could such a metropolitan-wide coordinating committee provide which would facilitate the center programs?

( ) Training for coordinators
( ) Training for cooperating teachers
( ) Training for college/university center-related personnel
( ) External evaluation
( ) Information sharing
( ) Consultant services for special problems
( ) Other, ________________________________

22. What is your role in evaluating student teacher performance?

( ) Personally evaluate
( ) Cooperatively evaluate with center personnel
( ) Determine evaluation guidelines for others
( ) Cooperatively evaluate with other college personnel
( ) None
( ) Other, ________________________________

23. Which one do you think benefitted the most from the center operation this term?

( ) Student teachers
( ) Cooperating teachers
( ) School environment
( ) College/university program
( ) College personnel

24. How well prepared do you feel for your responsibilities related to centers?

( ) Extremely
( ) Moderately
( ) Slightly
( ) Not at all

25. Were changes made this term in any of the following aspects of the undergraduate teacher education program in your institution which came about because of, or were influenced directly by, the teacher education center activities?

YES	NO	
( )	( )	Pre-student teaching orientation
( )	( )	Content of methods courses
( )	( )	Content of educational theory courses
( )	( )	Content of subject matter courses
( )	( )	Sequence of professional courses
( )	( )	Student teaching prerequisites
( )	( )	Counselling procedures
( )	( )	Post student teaching debriefing
( )	( )	Pre-career counseling
( )	( )	Student teacher seminars

26. With respect to decisions made about the student teaching experiences in your centers how do you feel about the way various views are taken into consideration?

( ) About right balance now
( ) College personnel should have more input
( ) Cooperating teachers should have more input
( ) Student teachers should have more input
( ) Center coordinators should have more input

27. What is your age?

( ) Under 30
( ) 30-39
( ) 40-49
( ) 50-59
( ) 60 or over

28. At what college/university are you employed? ______________________________

29. How many years have you been in college work?

( ) Under 5 years
( ) 5-9 years
( ) 10-14 years
( ) 15 or over

30. What is your highest Degree?

( ) Bachelors
( ) Masters
( ) Masters & 30 Hours
( ) Doctorate

Comments on questions or items.
Should other questions be asked?

DRAFT

Greater Cleveland Teacher Education Centers
Coordinating Committee

CENTER COORDINATOR QUESTIONNAIRE

Dear Center Coordinator Respondent:

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Coordinating Committee

Greater Cleveland Teacher Education Centers Coordinating Committee

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Street, Cleveland, Ohio 44114.

Place an "X" in the brackets which best indicate your answers.

1. For how many student teachers were you responsible this term?

20-1 ( ) Over 15
2 ( ) 11 - 15
3 ( ) 6 - 10
4 ( ) 1 - 5

2. How many pre-student teaching persons had field experiences in your center this term?

21-1 ( ) Over 15
2 ( ) 11 - 15
3 ( ) 6 - 10
4 ( ) 1 - 5

3. For how many cooperating teachers were you responsible this term?

22-1 ( ) Over 15
2 ( ) 11 - 15
3 ( ) 6 - 10
4 ( ) 1 - 5

4. Did each of your student teachers work with more than one cooperating teacher this term?

23-1 ( ) All did
2 ( ) Most did
3 ( ) Some did
4 ( ) None did

5. Did each of your cooperating teachers work with more than one student teacher this term?

24-1 ( ) All did
2 ( ) Most did
3 ( ) Some did
4 ( ) None did

6. Did you participate this term in any course work, workshop, seminar or other formal training related to your role as a coordinator?

25-1 ( ) YES
2 ( ) NO (If NO, skip to Question No. 8).

7. How useful was this training?

26-1 ( ) Extremely
2 ( ) Moderately
3 ( ) Slightly
4 ( ) Not at all

8. Have you had any previous training as a center coordinator?

27-1 ( ) YES
2 ( ) NO

9. What percentage of your time this term was spent on duties related to student teachers and/or cooperating teachers?

28-1 ( ) 0 - 25%
2 ( ) 26 - 50%
3 ( ) 51 - 75%
4 ( ) 76 -100%

10. Did you engage in any of the following teacher training activities this term?

	YES	NO	
29-1	( )	2( )	Teach any courses at a college or university
30-1	( )	2( )	Plan the in-service programs at your center (or school)
31-1	( )	2( )	Implement the in-service programs at your center
32-1	( )	2( )	Supervise regular teachers
33-1	( )	2( )	Supervise student teachers
34-1	( )	2( )	Hold seminars for student teachers
35-1	( )	2( )	Hold seminars for regular teachers

11. By whom were you appointed to your position as coordinator?

36-1 ( ) College or university only
2 ( ) School only
3 ( ) Both

12. By whom are you paid for your services as center coordinator?

37-1 ( ) College or university only
2 ( ) School only
3 ( ) Both

13. How long have you served as center coordinator?

38-1 ( ) Less than one year
2 ( ) 1 - 2 years
3 ( ) Over 2 years

14. Do the college/university and the school have a mechanism such as a steering committee for cooperatively determining policy?

39-1 ( ) YES
2 ( ) NO (If, NO, skip to Question No. 16)

15. To what extent is this mechanism useful?

40-1 ( ) Extremely
2 ( ) Moderately
3 ( ) Slightly
4 ( ) Not at all

16. In what ways were you involved in the selection of cooperating teachers?

41-1 ( ) Completely my choices
2 ( ) Helped with selection
3 ( ) Not at all

17. In what ways were you involved in selecting student teachers for the center?

42-1 ( ) Interviewed Candidates
2 ( ) Screened list
3 ( ) Not at all
4 ( ) Other, ______________________________

18. Are you aware of the college or university expectations for - -

Extremely	Moderately	Slightly	Not at all	
43-1 ( )	2( )	3( )	4( )	- - Coordinator?
44-1 ( )	2( )	3( )	4( )	- - Cooperating Teachers?
45-1 ( )	2( )	3( )	4( )	- - Center Program?
46-1 ( )	2( )	3( )	4( )	- - Student Teachers?

19. Are you aware of the cooperating teachers expectations for - -

Very much	Somewhat	Not at all	
47-1 ( )	2( )	3( )	- - Coordinator?
48-1 ( )	2( )	3( )	- - College/university?
49-1 ( )	2( )	3( )	- - Center Program?
50-1 ( )	2( )	3( )	- - Student Teachers?

20. Are you aware of the student teachers expectations for - -

Very much	Somewhat	Not at all	
51-1 ( )	2( )	3( )	- - Coordinator?
52-1 ( )	2( )	3( )	- - College/university?
53-1 ( )	2( )	3( )	- - Center Program?
54-1 ( )	2( )	3( )	- - Cooperating Teachers?

21. In what type of school setting is your center?

55-1 ( ) Rural
2 ( ) Suburban
3 ( ) Outer city
4 ( ) Inner city

22. What type(s) of student teaching experiences does your center provide?

56-1 ( ) Team teaching
2 ( ) Open space or pod
3 ( ) Self-contained classrooms
4 ( ) Other, ____________________

23. How did your center orient student teachers to general school policies and practices?

57-1 ( ) Through individual conference with a school administrator
2 ( ) Individually by cooperating teacher
3 ( ) Through group seminar
4 ( ) Through printed instructions
5 ( ) No special orientation

24. Are you a full-time center coordinator or director?

58-1 ( ) YES
2 ( ) NO

25. In what aspects of center coordination do you feel you need help the most?

59-1 ( ) Assigning student teachers
2 ( ) Resolving personal conflicts
3 ( ) Evaluation
4 ( ) Conducting student teacher seminars
5 ( ) Keeping abreast of research
6 ( ) Clerical duties
7 ( ) Providing in-service help
8 ( ) Other, ____________________

26. What would be the most effective contribution the school or universities could make to help you be a more effective coordinator?

60-1 ( ) Courses/Workshops on teacher supervision
2 ( ) Closer cooperation
3 ( ) Increased financial remuneration
4 ( ) Clearer guidelines
5 ( ) Materials and equipment
6 ( ) More released time
7 ( ) Other, ____________________

27. In what ways did the school program benefit from having student teachers in the building?

61-1 ( ) Introduction of new curriculum materials
2 ( ) Direct participation in program planned by center personnel
3 ( ) Use of materials from data bank or college
4 ( ) Participation of student teachers in integrated teams with cooperating teachers
5 ( ) Other, ____________________

28. Did you (or another center representative) participate this term in the Greater Cleveland Teacher Education Centers Coordinating Committee?

62-1 ( ) YES
2 ( ) NO (If NO, skip to Question No. 30)

29. To what degree were these experiences (or services of the committee) beneficial to you in carrying out your center-related responsibilities?

63-1 ( ) Extremely
2 ( ) Moderately
3 ( ) Slightly
4 ( ) Not at all

30. What kinds of services could such a metropolitan-wide coordinating committee provide which would facilitate your center's program?

64-1 ( ) Training for coordinators
2 ( ) Training for cooperating teachers
3 ( ) Training for college/university center-related personnel
4 ( ) External evaluation
5 ( ) Information sharing
6 ( ) Consultant services for special problems
7 ( ) Other, ____________________

31. Is there (could there be) any money available to the center to help pay for any of the above services?

65-1 ( ) YES
2 ( ) NO
3 ( ) Possibly, but not sure

32. How helpful to you were the supporting efforts of the college/university personnel?

66-1 ( ) Extremely
2 ( ) Moderately
3 ( ) Slightly
4 ( ) Not at all

33. What is your age?

67- 1 ( ) Under 30
2 ( ) 30 - 39
3 ( ) 40 - 49
4 ( ) 50 - 59
5 ( ) 60 or over

34. What is the name of your center? ____________________

35. How many years of professional experience do you have in education?

68-1 ( ) Under 5 years
2 ( ) 5 - 9 years
3 ( ) 10 -14 years
4 ( ) 15 -19 years
5 ( ) 20 or over

36. What is the highest degree you hold?

69-1 ( ) Bachelor
2 ( ) Master
3 ( ) Master & 30 hours
4 ( ) Doctorate

APPENDIX F

MEMBERSHIP ROSTERS

of the

GREATER CLEVELAND TEACHER EDUCATION
CENTERS COORDINATING COMMITTEE

GREATER CLEVELAND TEACHER EDUCATION CENTERS COORDINATING COMMITTEE

1972-73 Roster of Voting Members
(November 1, 1972)

Representative (Name, Address and Phone)	Alternate (Name, Address and Phone)	Center School District Name & Colleges
1. N. A. Bazil Principal 25501 Bryden Road Beachwood, Ohio 44122 464-2600 Ext. 203	Dr. James Mahan Assistant Superintendent 24601 Fairmount Blvd. Beachwood, Ohio 44122 464-2600 Ext. 265	Beachwood Elementary Schools Beachwood John Carroll University Kent State University
2. David L. McCrory Center Coordinator Middle School 2860 Richmond Road Beachwood, Ohio 44122 464-2600	Richard McNally Assistant Principal Middle School 2860 Richmond Road Beachwood, Ohio 44122 464-2600 Dr. Marvin Pasch Associate Professor Cleveland State University Euclid Ave. & East 24th Street Cleveland, Ohio 44115 687-2000	Beachwood Middle School Beachwood Kent State University Cleveland State University John Carroll University
3. John Klimek Director 2489 Overlook Road Cleveland Heights, Ohio 44118 321-0412	Bernice Van Sickle Assistant Principal Cleveland Heights High School 13263 Cedar Road Cleveland Heights, Ohio 44118 382-9200 Ext. 342	Cleveland Hts. High School English Center Cleveland Heights Case Western Reserve University
4. Dr. Marvin Pozdol Cleveland State University Euclid Ave. & E. 24th St. Cleveland, Ohio 44115 687-4576	Mrs. Ellen K. Weston Principal Dag Hammarskjold Elementary School 4040 Tamarack Drive Parma, Ohio 44134 842-5300 Ext. 430	Parma Educational Participators (PEPIT) Parma Cleveland State University

Roster of Voting Members

Greater Cleveland Teacher Education Centers

Representative (Name, Address and Phone)	Alternate (Name, Address and Phone)	Center School District Name & Colleges
5. Dr. Sally H. Wertheim Assistant Professor John Carroll University North Park & Miramar University Heights, Ohio 44118 491-4331	Mrs. Nancy Arnson Assistant Principal Roxboro Junior High School 2400 Roxboro Road Cleveland Heights, Ohio 44106 382-9200	John Carroll University-Roxboro Junior High School Cleveland Heights John Carroll University
6. John W. Moore Principal Mayfield Center School 6625 Wilson Mills Road Cleveland, Ohio 44143 442-2200 Ext. 216	Miss Barb Pfender Mayfield Center School 6625 Wilson Mills Road Cleveland, Ohio 44143 442-2200 Ext. 216	Mayfield Center School Mayfield John Carroll University
7. Dr. Joan Kise Assistant Professor Kent State University 7473 Knoll Road Kent, Ohio 44240 673-1323	Eugene Zak Director of Elementary Education 27573 Butternut Ridge Road North Olmsted, Ohio 44070 777-7700	North Olmsted-Kent State North Olmsted Kent State University
8. James E. Nieberding Chairman - Social Studies St. Edward High School 13500 Detroit Avenue Lakewood, Ohio 44107 221-8830	Mr. Joseph Ribar 2211 Arthur Avenue Lakewood, Ohio 44107 228-0334	St. Edward High School Diocese of Cleveland Cleveland State University
9. Miss A. Curry Ass't. Prof. of Education St. John College Cleveland, Ohio 44114 771-2388	Sister Frances Claire, S.S.J. St. John College Cathedral Square Cleveland, Ohio 44114 771-2388	St. John College Diocese of Cleveland St. John College

Roster of Voting Members

Greater Cleveland Teacher Education Centers

	Representative (Name, Address and Phone)	Alternate (Name, Address and Phone)	Center School District Name & Colleges
10.	Sister Alma, S.S.J. Instructor, Supervisor St. John College 1033 Superior Cleveland, Ohio 44114 771-2388	Mr. John Whelan Principal Chambers School 14121 Shaw Avenue East Cleveland, Ohio 44112 451-1750	St. John College - East Cleveland (Chambers) St. John College
11.	Mr. Jerry R. Graham Social Studies Teacher and Center Coordinator Shaker Heights High School 15911 Aldersyde Drive Shaker Heights, Ohio 44120 921-1400 Ext. 210	Dr. William Levenson Professor Department of Education Case Western Reserve University 10900 Euclid Avenue Cleveland, Ohio 44106 368-2250	Shaker Heights-CWRU Social Studies Center Shaker Heights Case Western Reserve University
12.	Mr. Louis Papes English Department Padua Franciscan High School 6740 State Road Parma, Ohio 44134 845-2444	Dr. Marvin Pasch Associate Professor Cleveland State University Euclid Ave. & East 24th Street Cleveland, Ohio 44115 687-2000	Padua Franciscan High School Diocese of Cleveland Cleveland State University
13.	Mr. Stuart Telecky Coordinator John F. Kennedy High School 17100 Harvard Avenue Cleveland, Ohio 44128 921-1450	Dr. Marvin Pasch Associate Professor Cleveland State University Euclid Ave. & East 24th Street Cleveland, Ohio 44115 687-2000	John F. Kennedy High School Cleveland Cleveland State University

Roster of Voting Members

Greater Cleveland Teacher Education Centers

Representative (Name, Address and Phone)	Alternate (Name, Address and Phone)	Center School District Name & College
14. Ms. Elsie Johnson Coordinator Lincoln-West High School 3202 West 30 Street Cleveland, Ohio 44109 241-7440	Dr. Claire Jerdonek Associate Professor Cleveland State University Euclid Ave. & East 24th Street Cleveland, Ohio 44115 687-2000	Lincoln-West High School Cleveland Cleveland State University
15. Mr. James Masek Social Studies Department Lincoln-West High School 3202 West 30 Street Cleveland, Ohio 44109 241-7440	Dr. Marvin Pasch Associate Professor Cleveland State University Euclid Ave. & East 24th Street Cleveland, Ohio 44115 687-2000	Lincoln-West High School (Social Studies Center) Cleveland Cleveland State University
16. Mr. Ronald Goodrich English Department James Ford Rhodes High School 5100 Biddulph Avenue Cleveland, Ohio 44144 351-6285	Dr. Marvin Pasch Associate Professor Cleveland State University Euclid Ave. & East 24th Street Cleveland, Ohio 44115 687-2000	James Ford Rhodes High School (English Center) Cleveland Cleveland State University
17. Charles Rasper South High School 7415 Broadway Avenue Cleveland, Ohio 44105 641-0410	Dr. Lucille Wright Associate Professor Cleveland State University Euclid Ave. & East 24th Street Cleveland, Ohio 44115 687-2000	South High School (Business Education Center) Cleveland Cleveland State University
18. Ms. Lucille Cain Shaw High School 15320 Euclid Avenue East Cleveland, Ohio 44112 451-1750	Dr. Claire Jerdonek Associate Professor Cleveland State University Euclid Ave. & East 24th Street Cleveland, Ohio 44115 687-2000	Shaw High School (Math Center) East Cleveland Cleveland State University

Roster of Voting Members

Greater Cleveland Teacher Education Centers

Representative (Name, Address and Phone)	Alternate (Name, Address and Phone)	Center School District Name & College
19. Raymond Vinborg Principal Prospect Elementary School 1843 Stanwood Road Cleveland, Ohio 44112 451-1750	Dr. Jerry Jorgenson University Supervisor Department of Education Case Western Reserve University Mather Memorial Building Cleveland, Ohio 44106 368-2260	Prospect Elementary School East Cleveland Case Western Reserve University
20. Brother Phillip Aaron 360 East 185 Street Cleveland, Ohio 44119 368-2260	Richard Davies Headmaster Hawken Lower School 5000 Clubside Road Lyndhurst, Ohio 44124 382-8800	Hawken Lower School Independent Case Western Reserve University
21. Mr. Paul Mocadlo Case Western Reserve University Department of Education 11220 Bellflower Cleveland, Ohio 44106 368-2260	Mr. George Pitzer Math Department Mentor High School 6477 Center Street Mentor, Ohio 44060 1-255-4914	Mentor High School (Math Center) Mentor Case Western Reserve University
22. Mr. Larry Mervine Kirk Junior High School 14410 Terrace Road Cleveland, Ohio 44112 451-1750 Ext. 308		Kirk Junior High School East Cleveland Cleveland State University

Roster of Voting Members

Greater Cleveland Teacher Education Centers

	Representative (Name, Address and Phone)	Alternate (Name, Address and Phone)	Center School District Name & College
23.	Mr. Larry Marks Math Department Byron Junior High School 20600 Shaker Heights Blvd. Shaker Heights, Ohio 44120 921-1400	Dr. Theodore Huck Professor John Carroll University North Park & Miramar Blvd. University Heights, Ohio 44118 491-4331	Byron Junior High School Shaker Heights John Carroll University
24.	Mrs. Alberta Tangretti Supervisor Elementary Education Parma Schools 6726 Ridge Rd. Parma, Ohio 44129 842-5300	Mr. Jim Graham Director of Secondary Education Parma Schools 6726 Ridge Rd. Parma, Ohio 44129 842-5300	Seven Hills Elementary School Parma Baldwin-Wallace
25.	Robert Duril Principal Chapman Elementary School 13883 Drake Strongsville, Ohio 44136 238-6991	Mr. Thomas J. Chappelle Director Elementary Education Strongsville Schools 13200 Pearl Rd. Strongsville, Ohio 44136 238-6991	Chapman Elementary School Strongsville Baldwin-Wallace
26.	Dr. Robert Koepper Cleveland State University Euclid Ave. & E. 24th St. Cleveland, Ohio 687-4585	Mr. Francis Rozzo Principal Lake Elementary School 7625 Pinehurst Rd. Mentor, Ohio 44060 255-4444	Lake Elementary Mentor Cleveland State University
27.	Mrs. Muriel Ente Principal Taylor Road Elementary School Cleveland Heights, Ohio 44118 382-9[illegible]		Taylor Road Elementary School Cleveland Heights John Carroll University

Greater Cleveland Teacher Education Centers
Coordinating Committee
Roster of Associate Members
November 1, 1972

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1. Ms. Jean Bartoo
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2. Sister Judith Cauley
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9. Philip T. Aaron, S.M.
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13. Mr. Lawrence J. Pizon
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14. Mr. James J. Pfander
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15. Sister Ruth Wolfert H.M.
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Cleveland, Ohio 44114

16. Mr. Louis Bragg
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Greater Cleveland Teacher Education Centers
Coordinating Committee

Roster of Associate Members
November 1, 1972

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17. Mr. James L. Dague
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18. Sister M. Constance, O.S.U.
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19. Sister Mary Clareanne, S.N.D.
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20. Miss Louise Bartak
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Greater Cleveland Teacher Education Centers
Coordinating Committee
Roster of Associate Members
November 1, 1972

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36. Mr. Alan Shankland
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38. Mrs. Martha Jane McNeill
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41. Mr. Joseph Mancini
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42. Brother Thomas Henning
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43. Dr. William H. Greenham
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44. Mr. Eugene Wolanski
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45. Dr. Jack Lichtenstein, Principal
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Greater Cleveland Teacher Education Centers
Coordinating Committee
Roster of Associate Members
November 1, 1972

---

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55. Mr. James Douglass
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Kent, Ohio 44242

56. Sister Mary Irene Kane, O.S.U.
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57. Mrs. Ernestine Curran
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58. Sister M. Constance, O.S.U.
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59. Sister Mary Lucia, S.S.J.
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60. Mary Trolio
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61. Sister M. Luanne Burrige, CSA
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62. Miss Kathleen Brennan
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63. Sister Brigetta Waldren, OSU
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64. Sister Dorothy Bondi
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